CONCEPTUAL FRAMEWORK FOR MEASURING SCHOOL-RELATED GENDER-BASED VIOLENCE

EdData II: Data for Education Research and Programming (DERP) in Africa

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1   Foreword

This conceptual framework and toolkit for measuring SRGBV has been commissioned by the U.S. Agency for International Development's (USAID's) Bureau for Africa, Office of Sustainable Development, Education Division (AFR/SD/ED), under the Opportunities for Achievement and Safety in Schools (OASIS) program. In support of the USAID Education Strategy, the Office of Sustainable Development's Regional Development Cooperation Strategy (RDCS), and the United States Strategy to Prevent and Respond to Gender-Based Violence. Globally, the OASIS program aims to contribute to reducing barriers to quality education and learning for students and out-of-school youth, focusing on school-related gender-based violence (SRGBV) as one such barrier. The OASIS program is designed to strengthen the capacity of USAID and other stakeholders to effectively address SRGBV by generating evidence, fostering better capability to generate such evidence, improving coordination, and increasing awareness.

The OASIS program encompasses the following activities:

- **Generating data that contribute to understanding the causes, incidence, and effects of SRGBV:** The OASIS program will support large-scale, gender-sensitive comparative research in developing countries by working with existing national surveys to include more refined questions on school violence. In addition, the program will analyze data from existing large-scale surveys to better understand the causes and effects of SRGBV and will support rigorous evaluations of SRGBV intervention programs to test the impact on educational achievement.

- **Strengthening the capacity of USAID and other stakeholders to address and monitor SRGBV:** A major challenge to generating reliable, comparable data is the lack of globally recognized definitions and categorizations of the sub-types of SRGBV. The OASIS program aims to fill this gap by supporting the development of a standardized measurement framework that can serve as a foundation for program impact evaluations and other research around SRGBV. The conceptual framework will be developed in partnership with other U.S. Government (USG) and non-USG stakeholders.

- **Improving stakeholder coordination:** The OASIS program aims to facilitate the coordination of efforts across USAID and partner with national and international education stakeholders.

- **Increasing awareness of SRGBV among stakeholders:** The OASIS program aims to disseminate research findings strategically, develop talking points and fact sheets, and partner with national and international education stakeholders to include this issue in the agenda of key meetings and conferences.

This conceptual framework and toolkit for measuring SRGBV is a contribution to the second objective of OASIS: strengthening the capacity of USAID and other stakeholders to address and monitor SRGBV. Through the use of the conceptual framework and toolkit's companion piece titled *Literature Review on School-Related Gender-Based Violence: How it is Defined and Studied,* the toolkit is expected to significantly help to build capacity in the international development community to measure SRGBV and track success in reducing it.

Together, activities under the OASIS program will inform and promote programs for a safe learning environment that is free of violence and abuse—an "oasis" for working, teaching, and learning without fear.

2   Acknowledgments

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3   Abbreviations

AAUW   American Association of University Women
ACASI   audio and computer-assisted self-interviewing
AFR/SD/ED   Bureau for Africa, Office of Sustainable Development, Education Division
CFR   *Code of Federal Regulations*
DHHS   U.S. Department of Health and Human Services
OASIS   Opportunities for Achievement and Safety in Schools
ISPCAN   International Society for the Prevention of Child Abuse and Neglect
IRB   Institutional Review Board
LGBTI   lesbian, gay, bisexual, transgender and intersex
NGO   nongovernmental organization
PCA   Principal Component Analysis
PIRLS   Progress in Reading Literacy Study
RDCS   Office of Sustainable Development's Regional Development Cooperation
            Strategy
SOGI   sexual orientation and gender identity
SRGBV   school-related gender-based violence
SV   sexual violence
TIMSS   Trends in Mathematics and Sciences Study
UNESCO   United Nations Educational, Scientific, and Cultural Organization
UNGEI   United Nations Girls' Education Initiative
USAID   U.S. Agency for International Development
USG   U.S. Government

4   Introduction

As described by the Convention on the Rights of the Child, it is a fundamental right of children to receive an education in an environment that is free from violence. When the school environment is positive—when it is safe and nurturing, when instruction is effective, when teachers and children have a voice in school affairs, and where there are effective avenues for communicating about, responding to, and preventing violence—children's potential for academic achievement and social and emotional development are maximized. With these competencies, girls and boys learn to be active citizens in the communities where they live and work, and in time, as they become parents, to uphold the rights of their own children and become champions of non-violence.

However, often times, the school experiences of children are not positive and the school environment is not safe. Rather, the school environment is characterized by widespread school-related gender-based violence (SRGBV). Below are examples of the depth and breadth of SRGBV experienced by children across the globe.

> **School-Related Gender-Based Violence**
>
> "SRGBV" is defined as acts or threats of physical, sexual or psychological violence or abuse that is based on gendered stereotypes or that targets students on the basis of their sex, sexuality or gender identities. School-related gender-based violence reinforces gender roles and perpetuates gender inequalities. It includes rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying, and other forms of non-sexual intimidation or abuse such as verbal harassment or exploitative labor in schools. Unequal power relations between adults and children and males and females contribute to this violence, which can take place in formal and nonformal schools, on school grounds, going to and from school, in school dormitories, in cyberspace or through cell phone technology. SRGBV may be perpetrated by teachers, students, or community members. Both girls and boys can be victims, as well as perpetrators.[1]

- According to the global Progress in Reading Literacy Study (PIRLS) and the Trends in Mathematics and Sciences Study (TIMSS), approximately 20 percent of students worldwide have weekly experiences of bullying and approximately 30 percent monthly (Mullis et al, 2012a and b).
- More than 54 percent of children worldwide live in countries where the law does not protect them from corporal punishment in schools—44.7 percent of the children live in South Asia (UNESCO, 2014a). In 2016, 128 countries had laws in place that prohibit the use of corporal punishment in schools, yet in 70 countries, students are not protected (Global Initiative to End All Corporal Punishment of Children, 2011).
- The proportion of students who reported being sexually harassed or abused in and around schools was as high as 67 percent in some studies (Brown, 2002; Rivers, 2000; Rossetti, 2001).

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[1] For the purpose of this *Conceptual Framework for Measuring School-Related Gender-Based Violence*, USAID uses this definition of SRGBV.

- In a survey of 3,706 primary school children from Uganda, 24 percent of girls with disabilities and who are aged 11 to 14 years, reported sexual violence at school, compared with 12 percent of non-disabled girls. In fact, worldwide, children with disabilities are estimated to be 1.7 times more at risk of violence, including neglect, abandonment, abuse and sexual exploitation, when compared with other children (Devries et al., 2015). Teachers and employees of children's institutions are too often the perpetrators of violence against disabled girls (WHO, 2011).

- Studies by UNESCO (2012 and 2014b) found more than 60 percent of lesbian, gay, bisexual, transgender and intersex (LGBTI) children in Chile, Mexico, and Peru were bullied, and more than 55 percent of self-identified LGBTI students in Thailand reported that they were bullied. Many LGBTI students in South Africa had experienced violence and left school.

- Bullying, one form of SRGBV, can be associated with the loss of one primary grade of schooling, which translates to a yearly cost of approximately $17 billion to low- and middle-income countries (RTI International, 2015a).

There is growing evidence that an unsafe learning environment has a negative relationship with educational outcomes.

- A secondary analysis of 2011 data from the TIMSS and PIRLS studies conducted in three African countries—Botswana, Ghana, and South Africa—indicated that bullying was one of the key drivers of lower academic performance (Kibriya et al., 2016). In Botswana, students who experience bullying score lower than those who are not bullied by between 14 and 32 points. These effects are meaningful: at an average score of 400 points, the score differences correspond to from a four percent decrease in reading scores to an eight percent decrease in science test scores. In South Africa, students who are bullied score 25 points less than those who are not bullied, corresponding to a six percent decrease in reading scores.

- Evidence from the main PIRLS 2011 study of developed countries indicate that the safer the school as reported by their teachers, the higher the students' average reading achievement. The same 2011 PIRLS data demonstrated that substantially lower reading achievement was realized for students whose principals had reported moderate discipline and safety problems in their schools, compared to principals who reported "hardly any problems" in their schools with these matters (Mullis et al, 2012b).

- According to analysis of 2011 TIMSS data, on average, the safer the school (as reported by the teachers), the higher the students' average mathematics achievement (Mullis et al, 2012a). The mathematics achievement gap between students in the "safe and orderly" and "not safe and orderly" schools was greater at Grade 8 (34 points) than at the Grade 4 (28 points).

SRGBV, however, is still relatively new as a specific area of research and programming and does not yet enjoy a globally recognized measurement framework that would include

standardized definitions, indicators, and evaluation methodologies. The lack of a measurement framework makes it difficult for researchers and those in the international development community to develop a shared and comprehensive understanding of SRGBV.

Accordingly, this document, titled *Conceptual Framework and Toolkit for Measuring School-Related Gender-Based Violence,* provides detailed definitions of the different types of SRGBV for the purpose of measurement, while harmonizing some of the methods of inquiry and measurement tools necessary to further build an evidence base on the topic. This document provides precise definitions of the various acts of violence and abuse that constitute SRGBV for clarity of measurement. In addition, this document provides a set of indicators and a corresponding suite of survey instruments—a measurement toolkit—that can be used flexibly for applied research and program monitoring and evaluation, along with implementation guidance on using the measurement toolkit. With this document, researchers and development partners will have a clearer path for investigating acts of SRGBV, monitoring and evaluating programs, and building the evidence base needed for establishing the efficacy of interventions in different areas of the world and for informing policy. The conceptual framework and toolkit is based on the findings and evidence gleaned from the *Literature Review on School-Related Gender-Based Violence: How it is Defined and Studied* (RTI International, 2016).

5　Conceptual Framework for Measuring SRGBV

In the past decade, an emerging body of research has indicated that violence in and near schools can have serious and long-term impacts on the students who experience it—as victims, witnesses, or perpetrators. Findings from qualitative research and quasi-experimental studies have suggested that bullying and other forms of intimidation, corporal punishment, and sexual harassment and abuse may compromise academic achievement and retention (Garcia-Moreno et al., 2011; Jyoti and Neetu, 2013; Kibriya et al., 2015; Leach et al., 2014; Nansel et al., 2004; Shukla and Neetu, 2013; Roman and Murillo, 2011). Negative impacts on emotional well-being and health have also been associated with all acts of SRGBV (e.g., Fleming and Jacobsen, 2009; Gruber and Fineran, 2008; Rahimi and Liston, 2011; Roman and Murillo, 2011; Simatwa, 2012). A further review of studies investigating the impacts of different forms of SRGBV are presented by Leach and colleagues (2014) and RTI International (2013 and 2015b). Despite a growing body of research about SRGBV and its impact on students who experience it, the evidence base remains fragmented and is insufficient to demonstrate a solid linkage between the various acts of SRGBV and their effects, including impacts on academic achievement and retention. Mixed-method studies involving longitudinal, experimental and/or quasi-experimental designs with qualitative inquiry to support more in-depth understanding of findings are needed.

In addition, the currently available studies about SRGBV often use different definitions and conceptualizations of SRGBV, or they only focus on one or a few aspects and sub-types of SRGBV. Until recently, studies about the various forms of SRGBV have focused on the acts of violence themselves rather than addressing SRGBV as a complex social problem sourced from long-standing gender norms and power relations associated with the greater power that men hold in the hierarchical institutions of school, community, culture and religion around the world. This power imbalance is exacerbated in schools by the authority invested in teachers and the low status of children, especially girls and vulnerable populations such as orphaned children, those children living in poverty, racial or ethnic minorities, and those with disabilities (Parkes, 2015; Parkes and Heslop, 2011).

In locations where gender inequality is the norm, well before entering school, boys often learn the importance of expressing their masculinity through dominant and aggressive behavior, and girls learn that their "role" is to be passive and submissive. Children also learn that the imbalance of power related to gender, age, sexual orientation, gender identity and authority is the norm and is to be respected. When teachers and other school personnel respond to incidents of violence by saying, "Boys will be boys," "Girls ask for it," or "Boy's should act like boys and girls should act like girls" then these statements reinforce the belief that specific forms of violence are the norm and are, therefore, acceptable. As a result, SRGBV often goes unchecked, thereby leaving victims with feelings of helplessness and powerlessness, which can, in turn, lead to a decision to not seek help. Therefore, these entrenched gender norms and beliefs are self-reinforcing and serve to perpetuate violence in schools.

The gendered aspect of the various forms of SRGBV is not always recognized, especially regarding bullying (see Section 5.1 for more detail) and other non-sexual forms of intimidation

and corporal punishment. Even though both boys and girls can be victims or perpetrators of sexual harassment and abuse, sexual violence is often associated with girls' and women's issues (Jones et al., 2008). The experiences and impacts of different forms of SRGBV are often different for girls and boys (Carrera-Fernandez et al., 2013) and specific forms of SRGBV, as in the case of corporal punishment, are manifested differently when the perpetrator is a boy or man versus a girl or woman (Humphreys, 2008).

These social and gendered dimensions of SRGBV provide the underlying basis for the overall definition of SRGBV provided in the text box and the measurement framework presented in **Figure 1-1**. For the purpose of measurement, it is crucial to provide definitions of SRGBV that are as mutually exclusive as possible, even though it is often difficult to clearly distinguish between one form of violence and another.[2]

For this *Conceptual Framework and Toolkit for Measuring School-Related Gender-Based Violence*, the following three broad categories of SRGBV were adopted:
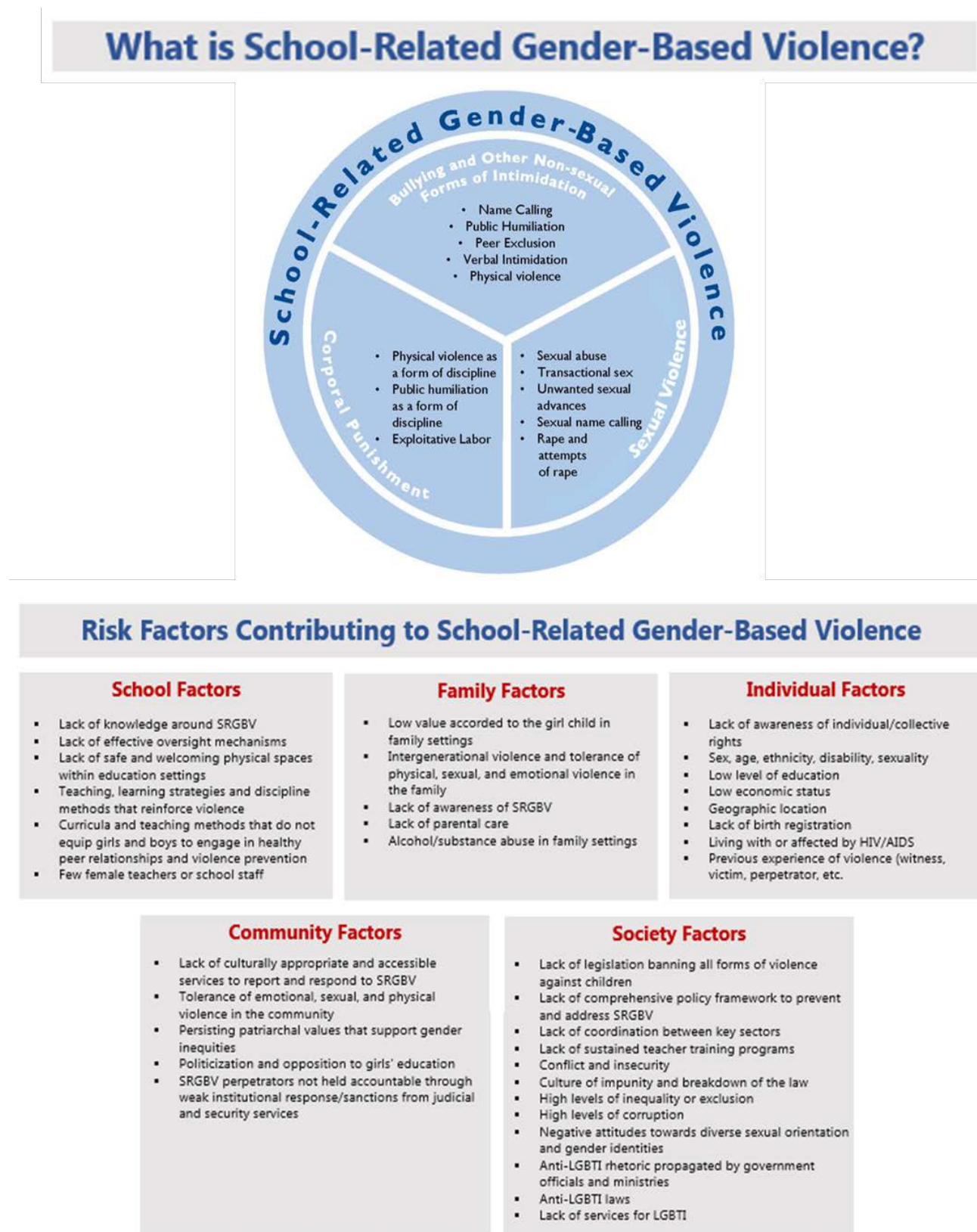
- Bullying and other non-sexual forms of intimidation
- Corporal punishment
- Sexual violence.

The rationale for this categorization is explained further in the *Literature Review on School-Related Gender-Based Violence: How it is Defined and Studied* (RTI International, 2016).

The SRGBV conceptual framework (Figure 1-1) illustrates these three broad categories of SRGBV to be measured and their relationship to a complex set of individual, school, community, and social factors. SRGBV is conceptualized under this framework as a social behavior; therefore, SRGBV must be considered within the context of the individual, school, community, and social factors that produce and perpetuate it rather than as a stand-alone behavior that involves a perpetrator to be punished and a victim to be protected.

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[2] For example, girls and boys who have physical or social characteristics that do not align with the heterosexual norm are often victims of bullying and psychological intimidation. This situation is challenging because it is difficult to distinguish between bullying that is non-sexual in nature and sexual harassment itself.

Figure 1-1. SRGBV Conceptual Framework

What is School-Related Gender-Based Violence?

School-Related Gender-Based Violence

Bullying and Other Non-sexual Forms of Intimidation
- Name Calling
- Public Humiliation
- Peer Exclusion
- Verbal Intimidation
- Physical violence

Corporal Punishment
- Physical violence as a form of discipline
- Public humiliation as a form of discipline
- Exploitative Labor

Sexual Violence
- Sexual abuse
- Transactional sex
- Unwanted sexual advances
- Sexual name calling
- Rape and attempts of rape

Risk Factors Contributing to School-Related Gender-Based Violence

School Factors
- Lack of knowledge around SRGBV
- Lack of effective oversight mechanisms
- Lack of safe and welcoming physical spaces within education settings
- Teaching, learning strategies and discipline methods that reinforce violence
- Curricula and teaching methods that do not equip girls and boys to engage in healthy peer relationships and violence prevention
- Few female teachers or school staff

Family Factors
- Low value accorded to the girl child in family settings
- Intergenerational violence and tolerance of physical, sexual, and emotional violence in the family
- Lack of awareness of SRGBV
- Lack of parental care
- Alcohol/substance abuse in family settings

Individual Factors
- Lack of awareness of individual/collective rights
- Sex, age, ethnicity, disability, sexuality
- Low level of education
- Low economic status
- Geographic location
- Lack of birth registration
- Living with or affected by HIV/AIDS
- Previous experience of violence (witness, victim, perpetrator, etc.)

Community Factors
- Lack of culturally appropriate and accessible services to report and respond to SRGBV
- Tolerance of emotional, sexual, and physical violence in the community
- Persisting patriarchal values that support gender inequities
- Politicization and opposition to girls' education
- SRGBV perpetrators not held accountable through weak institutional response/sanctions from judicial and security services

Society Factors
- Lack of legislation banning all forms of violence against children
- Lack of comprehensive policy framework to prevent and address SRGBV
- Lack of coordination between key sectors
- Lack of sustained teacher training programs
- Conflict and insecurity
- Culture of impunity and breakdown of the law
- High levels of inequality or exclusion
- High levels of corruption
- Negative attitudes towards diverse sexual orientation and gender identities
- Anti-LGBTI rhetoric propagated by government officials and ministries
- Anti-LGBTI laws
- Lack of services for LGBTI

Conceptual Framework for Measuring School-Related Gender-Based Violence

5.1   Bullying and Other Non-Sexual Forms of Intimidation

In this conceptual framework and measurement toolkit, "bullying" is defined as a non-sexual form of violence that includes a range of psychological and physical acts of intimidation, which may be detrimental to the academic, social, emotional, and physical development of the children and young people who experience it (Fleming and Jacobsen, 2009; Gruber and Fineran, 2008; Kibriya et al., 2015; Nansel et al., 2004; Roman and Murillo, 2011; RTI International, 2013). However, bullying can also take on sexual forms; therefore, it is not always easy to distinguish it from sexual harassment. In this conceptual framework and measurement toolkit, acts of physical and psychological intimidation that are primarily of a sexual nature are defined as "sexual

> **Definition and Types of Bullying**
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> Bullying is defined as any non-sexual form of intimidation that is perpetrated with intention to harm, either physically or psychologically. The behavior is repeated, or has the potential to be repeated, over time. Although the prevalence of bullying has been shown to be similar for girls and boys, the experience of bullying is different for girls and boys. Girls are more likely than boys to be the victim of psychological bullying, such as gossip and name calling, whereas boys may experience more physical victimization. The act of bullying is grounded in the power differential that exists between the perpetrator and the victim. Acts of physical bullying range from severe acts of physical violence such as beatings to less harsh acts of violence such as pulling at someone's clothes or hair or grabbing a students' belongings. Acts of psychological bullying include name calling, public humiliation, and other forms of teasing, excluding sexual harassment. Intentional exclusion of a peer from social circles (sometimes referred to as "relational bullying") and theft are also forms of bullying as is intimidating students via text messaging or on social media sites, referred to as cyber bullying. Bullying and other non-sexual forms of intimidation can be perpetrated by peers, teachers, other school staff, and persons encountered on the way to and from school.[3]

harassment" and are considered to be, along with sexual abuse, a form of sexual violence. (For additional discussion, see the *Literature Review on School-Related Gender-Based Violence: How it is Defined and Studied* [RTI International, 2016]).

Non-sexual forms of intimidation include physical bullying (e.g., pulling on someone's clothes or hair, grabbing a bag) and verbal bullying (e.g., name calling, public humiliation or teasing), but it can also be implicit (sometimes referred to as relational bullying) (Olweus and Limber, 2010). There are many more implicit acts of intimidation, as well as other forms of intentional exclusion, including the following: excluding a peer from social circles on the playground or in the cafeteria, spreading rumors, or telling fellow peers "not to be his or her friend." Petty theft that is principled in intimidation is also a form of bullying, particularly if it is repetitive (Ncontsa and Shumba, 2013; Roman and Murillo, 2011). Children from around the world also experience other acts of intimidation, including threats or acts of non-sexual physical assault experienced while students travel to and from school and in school by teachers and peers, as well as excessive, unrelenting use of profanity (Bisika et al., 2009; Roman and Murillo, 2011; Parkes and Heslop, 2011). With the advent of cell phones and social media, acts of intimidation and threats are being perpetuated through SMS (text) messages and on social media. "Cyber bullying" has been defined as "aggressive, intentional acts carried out by groups or individuals

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[3] This definition of bullying was sourced from Olweus (1993) and Ringrose and Renold (2010).

using electronic forms of contact, repeatedly and over time, against victims who cannot easily defend themselves" (Tippett et al., [2006] in Burton and Mutongwizo [2009]).

The two most defining characteristics of bullying is the intention to harm, either physically or psychologically, and the power differential that exists between the perpetrator and the victim. The power differential that exists between the perpetrator and the victim make specific populations more vulnerable to intimidation and bullying. These populations include students who are younger than the perpetrator; students who are perceived as not portraying strong heterosexual identities; children from poor families; children of ethnic, religious, or racial minorities; the disabled; and orphaned children (Bisika et al., 2009; Parkes and Heslop, 2011; Ringrose and Renold, 2010). Although the prevalence of bullying has been shown to be similar for girls and boys, the experience of bullying is different for girls and boys. Girls are more likely than boys to be the victim of psychological bullying, such as gossip and name calling (Carrera-Fernandez et al., 2013), whereas boys may experience more physical victimization (Roman and Murillo, 2011). Students who are perceived to be, or are identified with non-heterosexual behaviors, are much more likely to be victims of bullying (Drury et al., 2013; Gruber and Fineran, 2008; Navarro et al., 2011; Toomey et al., 2013).

5.2   Corporal Punishment

Corporal punishment is most often a form of physical violence—physical punishment—that involves the deliberate infliction of pain to discipline or reform a child or to deter attitudes or behaviors deemed unacceptable or inappropriate. However, psychological victimization by humiliating or ostracizing students in front of their peers or having students kneel in the sun or in the corner of the classroom for long periods of time are also used for disciplinary purposes and are forms of corporal punishment (UNICEF, 2001). In many countries, including the United States where corporal punishment is still legal in 19 states, corporal punishment is often viewed as an appropriate measure of discipline and is, therefore, not seen as violent. Corporal punishment may even be expected by teachers, other school officials and personnel, community members, parents, other caregivers, and even by students. Considering the widespread acceptance of physical discipline in some contexts, even

> **Definition and Types of Corporal Punishment**
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> Corporal punishment is rooted in the power given to authority. Although both girls and boys are victims of corporal punishment, the types of punishment and resulting impacts vary according to sex. For instance, boys are more likely to be physically assaulted, whereas girls are more likely to be publicly humiliated or otherwise ostracized. It is perpetrated by teachers or other school officials against students, is a form of physical or psychological violence that involves the deliberate infliction of physical pain or humiliation to discipline or reform a student or to deter attitudes or behaviors deemed unacceptable or inappropriate. This may involve physical violence such as striking a student with an object such as a cane, stick, or slung book or piece of chalk, directly striking a student or boxing/pulling a student's ears or forcing a student to adopt uncomfortable positions or humiliating postures for long periods of time. Public humiliation or exploitative labor such as lifting heavy packages or cooking or cleaning perpetrated as a form of discipline is also considered corporal punishment.[4]

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[4] This definition was sourced from UNICEF (2001) and Humphreys (2008).

when the practice has been officially banned, it is difficult to eliminate (Maphosa and Shumba, 2010). However, despite its acceptance in some cultures, corporal punishment, as an act of physical violence, may lead to serious bodily harm and is considered SRGBV (Simatwa, 2012; UNICEF, 2001). In addition, although the findings are not conclusive, there is some evidence that corporal punishment may lead to aggressive behavior, low self-esteem, depression, and anxiety in students who experience it (Simatwa, 2012). Poor school performance and dropping out of school have frequently been reported in the findings from qualitative research as direct consequences of corporal punishment and the humiliation that is associated with it (Ampiah and Adu-Yeboah, 2009; Dunne, 2007; Jyoti and Neetu, 2013; MSI, 2008; UNICEF, 2001).

Corporal punishment in schools is grounded in the power given to adults in positions of authority and in the low status of children. Corporal punishment is perpetuated by the belief that physical discipline can be in the best interest of children. Yet corporal punishment has been shown to be the least effective form of discipline at school (UNICEF, 2001), and it perpetuates a school climate that is volatile and creates resentment. Corporal punishment is a direct violation of children's human rights. Corporal punishment is not gender neutral, but is tied to the gender-based values of masculinity (Humphreys, 2008) and is experienced differently by girls and boys. Although both girls and boys are victims of corporal punishment, the types of punishment and resulting impacts vary according to sex. For instance, boys are more likely to be physically assaulted, whereas girls are more likely to be publicly humiliated or otherwise ostracized (Boyle et al., 2002, in MSI, 2008; Alexandrecu et al., 2005, in MSI, 2008).

5.3   Sexual Violence

Sexual violence is an overarching construct encompassing harassment and abuse that includes any forced or unwanted sexual activity to which consent is not provided, consent is not possible, or power or intimidation is used to coerce the sexual act. According to Kacker and colleagues (2007), sexual violence is a sexual act that is forced on a child against his or her will or to which a child is entitled to protection by criminal law. In addition, sexual violence includes any form of sexual exploitation of children for commercial purposes, or the sale of children for sexual purposes or forced marriage and verbal abuse.

For the purpose of this document, *Conceptual Framework and Toolkit for Measuring School-Related Gender-Based Violence*, sexual harassment includes behaviors that are sexually driven forms of intimidation, which can be either psychological or physical. Sexual abuse, within the context of this document, involves sexual acts that are forced on a student against his or her will, sexual acts that are coerced through power or intimidation, or sexual assault and defilement. (For additional discussion, see *Literature Review on School-Related Gender-Based Violence: How it is Defined and Studied* [RTI International, 2016].)

Although this document focuses on sexual violence perpetrated against students, it is important to note that students, teachers, or other school personnel can perpetrate these acts of violence in schools against teachers.

> **Definition and Types of Sexual Violence**
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> Sexual violence involves physical or psychological acts of harassment or abuse by an adult or another child through any form of forced or unwanted sexual activity where there is no consent, consent is not possible, or power and/or intimidation is used to coerce a sexual act. Transactional sex (i.e., sex that is given in exchange for something such as transportation, air time for a cell phone, or for a better mark in a class) is an example of sexual violence in which consent may be given, but the power differential given by age, authority, and gender and/or intimidation is used to coerce the sexual act.[5] Sexual violence also involves physical or verbal acts of violence that target students because of perceived or real expressions of gender identity that do not conform with dominant gender stereotypes and acts of violence that serve to reinforce negative attitudes toward gay, lesbian, bisexual, and transgender populations. Sexual violence includes unwanted touching of any kind or rape, including the use of children in commercial sexual exploitation or in audio and visual images. Regardless of the legal age of consent, sexual activity between teachers or other school personnel and students is considered to be sexual violence. Sexual violence can be perpetrated verbally, through any repetitive, unwanted sexual attention such as requests for sexual favors, teasing or taunting about dress or personal appearance, or if the students are forced to watch pornography or listen to sexually explicit language.[6]

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[5] In some cases, female students are reported as being instigators of transactional sex in exchange for (or in the promise of exchange for) better marks, a scholarship, gifts, or money, among others (Luke and Kurz, 2002). According to some testimonies, the concerned teachers consider themselves as victims of the girls' alleged "provocations." The power differential between a teacher and his minor student gives the teacher professional authority over her; therefore, it is impossible to consider that the student is consensual (Save the Children, 2013). Transactional sex between a teacher and his student is, therefore, in all cases considered to be sexual violence.
[6] This definition of "sexual violence" is sourced from MSI (2008), UNICEF (2014), and Meyer (2008).

Sexual violence is grounded in long-standing gender norms and unequal power relations. In schools, these power relations can be exacerbated by the authority vested in teachers and other school personnel, the low and disempowered status of children, and the absence of reinforced protective policies and legislation, viable reporting structures, responsive justice systems, and psychosocial support mechanisms for victims.

Both girls and boys can be victims of sexual violence, and the perpetrators may be fellow students, teachers, principals, other school personnel, or persons encountered by students traveling to and from school. Although girls in many settings experience sexual violence during their lifetimes more often than boys, the World Health Organization highlights the seriousness of this problem for both. The World Health Organization estimates that 150 million girls and 73 million boys aged 18 years or younger have experienced forced sexual intercourse and other forms of sexual violence by people they know, including teachers (Jones et al., 2008).

Sexual violence impacts the physical, social, and emotional well-being of children who experience it and affects their academic performance and retention in school, their health (e.g., unintended pregnancies; contracting HIV and other forms of sexually transmitted infections), and social functioning (Leach et al., 2014; Rahimi and Liston, 2011). In a culture in which the power of gender and authority are deeply ingrained, sexual violence is often considered the norm and is not to be openly discussed, much less challenged (Dunne et al., 2005; Parkes and Heslop, 2011). These situations place young people in a vulnerable position because sexual violence is either not acknowledged or may even be condoned, and there are no avenues for children to address their fears or to seek care, support, and justice when they are violated or witness acts of SRGBV.

6   SRGBV Toolkit

The SRGBV toolkit consists of a suite of survey instruments (modules) that are flexible, so they can be used in applied research, during routine monitoring, and during impact evaluations of SRGBV prevention and response programs. The SRGBV measurement toolkit was developed to provide a "one-stop shop" for SRGBV measurement, including survey instruments used to collect a variety of data. The types of data include the nature and extent of the various forms of SRGBV; attitudes and beliefs about gender equality, gender norms, and the power relations that produce and perpetuate SRGBV; and perceptions of "life at school" or the school climate. The survey instruments were developed for students aged 8 to 18 years, teachers and other school personnel, and parents and other caregivers at the primary or secondary-school level.

The individual survey instruments that compose the measurement toolkit can be administered as stand-alone instruments or can be administered together as a complete measurement package. Researchers interested in only certain aspects of SRGBV may select specific survey instruments that best serve their particular research questions. A different set of instruments may be selected for routine monitoring and evaluation. For example, providing information about the experience of SRGBV can be stressful for students; therefore, it would not be advised to collect data about students' experiences of SRGBV a part of routine monitoring and evaluation. However, project implementers could select all or specific sub-scales of the *Surveys of Perceptions of School Climate* and the *Surveys of Attitudes and Beliefs* that are aligned with their interventions and routinely administer these to help track progress regarding specific project indicators. Considering once again the specific nature of the SRGBV prevention intervention and with a well-designed study of program impact, including data from a defined counterfactual, it is possible that the entire suite of instruments could be adopted for a comprehensive impact evaluation. Taken together, the survey instruments, administered at baseline and endline, provide an opportunity to observe changes in both the reported occurrences of various forms of SRGBV and to observe shifts in certain mediating factors of SRGBV that are linked to targeted activities of the prevention and response intervention. These survey instruments include questions about attitudes and beliefs related to gender norms and power relations, characteristics of the school environment, and the perceived agency of the student, teacher, and parents or other caregivers to champion and prevent SRGBV in the local schools. A more detailed discussion regarding the use of the measurement toolkit for various study designs is presented in Section 7 of this document.

The item content in the survey instruments was informed by a recent literature review on how SRGBV is defined and studied (RTI International, 2016) and draws from existing questionnaires and surveys focusing on different aspects of SRGBV (e.g., bullying, sexual harassment, corporal punishment). Annex 2 (Tables 2.1–2.5) of this document presents the tables of survey items and their referenced sources. Even though the instruments have been drawn from existing tools and processes, users are expected to field test and pilot these instruments in the local setting in the combination that they are planning to use. Further discussion and guidance regarding piloting the instruments are provided in Section 7 of this document.

School-related gender-based violence is a sensitive—if not taboo—topic of discussion. Disclosure of an SRGBV experience as a victim, a witness, or a perpetrator often presents perceived or a real threat of secondary victimization such as discrimination, retaliation, or even further violence to respondents, especially children. Because of the sensitive nature of the topic, children and adults may be uncomfortable discussing SRGBV and may not trust that what they report to the Research Team will be held in confidence. Therefore, respondents often fail to provide full and honest disclosure about their experiences of SRGBV, especially personal experiences. A more detailed discussion about ways in which to mitigate such reporting bias is provided in Section 7 of this document.

When developing the survey instruments for collecting data about students' experiences of SRGBV, special care was taken to include interview processes and questions that help to establish a comfortable environment for the student and the researcher.

In this toolkit, the inclusion of an ice breaker, which consists of a scenario (i.e., a short story) of SRGBV victimization that is read to students and then discussed, helps to establish trust between the researcher and participant. The sequencing of the interview questions is that more general and less personal questions are asked first, and then more personal questions are introduced gradually allows additional time for the researcher to establish a rapport and a trusting relationship with the student. Some examples of the more general questions are those asking about what is happening in the ice breaker story, the student's knowledge of acts of SRGBV experienced by their peers, and their experiences as a witness to SRGBV. More personal questions relate to the student's experiences as a target of various forms of SRGBV perpetrated against the student or his or her experiences as a perpetrator. A description of the survey of students' experiences of SRGBV is provided in Subsection 6.2 of this document.

The survey instruments that compose the SRGBV measurement toolkit mainly use a multiple-choice response format; however, some of the surveys include a few open-ended questions. Though beyond the scope of this SRGBV measurement toolkit, the important contribution of qualitative inquiry in providing in-depth knowledge about SRGBV, its causes, and how to prevent it cannot be overstated. Case study and ethnographic research, focus group and individual discussions, and participatory action research methodologies all play an important role in deepening our understanding of SRGBV in the local context and in different regions around the world. Survey instruments from the SRGBV measurement toolkit may be strategically selected for use with a variety of qualitative research methodologies as part of a comprehensive mixed-methods study. Maxwell (2012) provides an excellent guide for qualitative research in general, and Bonati (2006) presents a detailed description about a variety of participatory methods used with children.

6.1   Summary of Survey Instruments

The SRGBV measurement toolkit consists of the following three groupings of surveys:

- Survey Set 1: Students
- Survey Set 2: Teachers and Other School Personnel

- Survey Set 3: Parents or Other Caregivers.

Each of the three survey sets consists of two or more survey modules that capture the following types of information: experiences of SRGBV; attitudes and beliefs; perceptions of school climate; student demographics and socio-economic wealth; and teacher disciplinary practices. The modules that compose each of the three survey sets are presented as follows:

Survey Set 1: Students

Module S1. SRGBV Scenarios

Module S2. *Survey of Experiences of SRGBV: Students*

Module S3. *Survey of Perceptions of School Climate: Students*

Module S4a. *Survey of Attitudes and Beliefs: Students Aged 8 to 12 Years*

Module S4b. *Survey of Attitudes and Beliefs: Students Aged 13 to 15 Years*

Module S4c. *Survey of Attitudes and Beliefs: Students Aged 16 to 18 Years*

Module S5. *Survey of Student Demographics and Socio-economic Wealth*

Survey Set 2: Teachers and Other School Personnel

Module T1. *Survey of Experiences of SRGBV: Teachers and Other School Personnel*

Module T2. *Survey of Teacher Disciplinary Practices*

Module T3. *Survey Perceptions of School Climate: Teachers and Other School Personnel*

Module T4. *Survey of Attitudes and Beliefs: Teachers and Other School Personnel*

Survey Set 3: Parents and Other Caregivers

Module P1. *Survey of Perceptions of School Climate: Parents and Other Caregivers*

Module P2. *Survey of Attitudes and Beliefs: Parents and Other Caregivers.*

Table 6-1 tabulates the survey modules according to the particular theme of the survey (e.g., Experiences of SRGBV, Perceptions of School Climate) and the Survey Sets. There are 13 survey modules in total that span seven different types of information.

Table 6-1.   Survey Themes and Modules According to Survey Respondents and Survey Sets

Survey Theme	Estimated Duration of Assessment	Students	Teachers and Other School Personnel	Parents and Other Caregivers
Experiences of SRGBV—1 (Addendum or alternate for younger students) • SRGBV scenarios	One scenario with questions, 10 minutes	Module S1		
Experiences of SRGBV—2	Including ice-breaker,	Module S2		

Survey Theme	Estimated Duration of Assessment	Students	Teachers and Other School Personnel	Parents and Other Caregivers
• Bullying and other non-sexual intimidation (victim; perpetrator) • Corporal punishment (victim) • Sexual harassment and abuse (victim; perpetrator)	Between 30 and 35 minutes			
Experiences of SRGBV—3 • Sexual violence witnessed by teacher; secondary information			Module T1	
Teacher Disciplinary Practices • Teacher disciplinary practices and use of encouragement			Module T2	
Perceptions of School Climate • Belonging; acceptance of diversity; inclusion • Child protective practices and structures • Discipline and fairness • Safety • Student–student relationships • Student–teacher relationships • Teacher–staff relationships (Module T1 only)	Between 10 and 15 minutes	Module S3	Module T3	Module P1
Attitudes and Beliefs • Gender norms at school • Gender norms at home • Power relations • Intimate partner violence (not administered to students aged 8–12 years) • Open-ended questions	Between 10 and 15 minutes	Module S4a (aged 8–12 years) Module S4b (aged 13–15) Module S4c (aged 16–18 years)	Module T4	Module P2
Demographics and Socio-economic Wealth	Approximately 5 minutes	Module S5		

RTI expects that each individual module will take a different length of time, ranging from about 15 to 30 minutes. For example, it is anticipated that the *Surveys of Attitudes and Beliefs* and the *Surveys of the Perceptions of School Climate* should take 15 minutes or less to administer each. The *Survey of SRGBV Experiences: Students* is anticipated to take approximately 30 minutes. However, for this survey, depending on the student's experience, it is possible that a number of questions would be skipped (or not) which could cause this estimate to fluctuate. The student demographic survey is estimated to take approximately 10 minutes. The *Survey of SRGBV Experiences: Teacher and Other School Personnel* is estimated to take between 15 and 30

minutes. The *Survey of Teacher Disciplinary Practices* is relatively short, and is expected to take approximately 10 minutes or less. In the absence of pilot testing, these estimates of administration time should be considered with caution. Given these estimates, the Students Survey Set is estimated for a total time of 70 minutes. The Teachers and Other School Personnel Survey Set is estimated at 60 minutes, and the Parents and Other Caregivers Survey Set is estimated at 30 minutes. Thus, with only one survey administrator, the entire package of survey sets is estimated to take approximately 2 hours and 40 minutes. Pilot testing the surveys will provide an opportunity to confirm these estimates, particularly in the specific context where research is occurring and for different student age populations.

6.2   Survey Instruments (Modules)

This section of the document describes the individual survey modules according to the type of information collected. The instruments for each survey set (i.e., Students, Teachers and Other School Personnel, and Parents and Other Caregivers) are presented in Annexes 3 through 5 of this document.

6.2.1   Survey of Experiences of SRGBV: Students

The *Survey of Experiences of SRGBV: Students* (Annex 3, Table 3.6) is designed to collect information about the nature and extent of students' experiences regarding the three forms of SRGBV previously discussed in Section 5. The items that compose these surveys were adapted from 13 instruments that have surveyed one or more forms of SRGBV. The sources for each item are provided in Annex 2 (Tables 2.1 through 2.5), with full references provided in Annex 7 of this document. Item content was adapted from the American Association of University Women (AAUW, 2001a, 2001b, 2001c, 2011, 2013), Bear et al. (2014), Bond et al. (2007), DevTech Systems (2006), Espelage and Holt (2001), the International Society for the Prevention of Child Abuse and Neglect (ISPCAN, 2007), Mynard and Joseph (2000), and Solberg and Olweus (2003).

RTI developed a small number of items for this survey effort. The experiences include bullying and other forms of non-sexual intimidation, corporal punishment, and sexual violence. Students are asked about their experiences of SRGBV in two different time frames: during the past school year and during the past week.

Analysis across student respondents will provide prevalence data for time frame defined as the past school year[7] for the study population. Referencing a student's experience in a very recent time frame (e.g., one week) strengthens the validity of data related to the circumstances surrounding the experience, including information about the perpetrator, the location, reporting, and the result of reporting. Depending on the nature of the research or evaluation, other time frames may be applied. Program implementers may choose to use a time frame that is of local

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[7] Using the time frame "past school year" could limit comparisons across studies because the surveys are likely to be administered at different times in the year. Depending on the nature of the research or evaluation interested in the frequency of SRGBV, other time frames may be applied. Alternative responses include "Ever," "Past year," "Past three months," and "In the school term."

relevance, such as in the past term, and use the time line for collecting baseline and endline data for evaluation purposes. Researchers may want to consider prevalence in terms of a respondent "ever" experiencing specific forms of SRGBV and collect more detailed information about the experience in reference to experiences that recently occurred.

Using a multiple-choice response format, students are asked to indicate how many times they experienced various acts of SRGBV by selecting from four response options: "Never," "Once," "A few times," and "Many times." The response option "No response" is included for recording a student's choice to opt out of a specific question. A small number of open-ended questions are also included in the *Survey of Experiences of SRGBV: Students*, to provide additional information about the circumstances and response to the acts of violence experienced or perpetrated. The pilot data from the local context will help to inform the coding of open-ended questions, which will make it possible for researchers to code responses to open-ended questions while administering the survey during the actual data collection activity.

The administration of the *Survey of Experiences of SRGBV: Students* involves five activities that are repeated for each of the three forms of SRGBV: bullying and other non-sexual forms of intimidation, corporal punishment, and sexual violence. The five general activities are described as follows (Note: Each of these forms of SRGBV represents one section of the survey):

- The administration of each section of the survey is supported by the verbal presentation and discussion of a SRGBV scenario (i.e., story). The story and related discussion provide an icebreaker and an informal segue to survey items about specific acts of violence and the student's personal experience with SRGBV. After the SRGBV scenario is read to the student, he or she is asked to reflect on the story and answer a limited number of open-ended questions that progressively relate to the student's personal experience relative to the type of behavior in question.

- Following the ice breaker, the researcher reads a series of acts of SRGBV one by one to the student. After each act of SRGBV is read, the student is asked how many times the act was perpetrated against him or her during the past school year. Students are given four responses from which to choose (i.e., "Never," "Once," "A few times," and "Many times"). Students may either report their response choice verbally or indicate their response by pointing to one of the response choices printed on a stimulus sheet.

- Students who have experienced some of the acts of violence are then asked a few open-ended questions about the acts of SRGBV that were perpetrated against them during the past school year. Students are asked questions about the perpetrators of the acts of SRGBV[8]; whether they reported the experience, and if so, to whom; what happened as a result of reporting the act; and how the acts usually made them feel after they occurred.

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[8] During implementation of these survey items in the USAID Uganda Literacy Achievement and Retention Activity, the items that directly asked who the perpetrator of an action was (e.g., "most of the time, who did this to you?") were removed. Careful consideration should be used before using these items because there could be a potential risk to the student's safety.

- Students are then asked whether they experienced any of the acts of SRGBV during the past week. Students responding with a "yes" to the question are then asked specific questions about these recent events. Some of these questions inquire about the frequency of the violence during the past week; who the perpetrator was; whether the student reported the violence that he or she experienced during the past week, and if so, to whom did the student report the incident; what happened as a result of reporting; and how the acts made them feel after they occurred.
- After the multiple-choice and open-ended questions about students' experiences as targets of violence, they are asked about their experiences as a perpetrator of the behavior. As previously mentioned, students who reported having some experiences as a perpetrator of the behavior are then asked some additional open-ended questions.

Excluding the questions pertaining to the SRGBV scenarios, the *Survey of Experiences of SRGBV: Students* consists of a total of 112 items. It is important to note that not all students will necessarily be asked all of these questions because some of the questions are skipped if they are not applicable. These questions are tabulated as shown in **Table 6-2**.

Table 6-2.   Items in the *Survey of Experiences of SRGBV: Students*

Experience	Victim or Perpetrator	Number of Items
Bullying and other forms of non-sexual intimidation	Victim	25
	Perpetrator	14
Corporal punishment	Victim	17
Sexual violence	Victim	36
	Perpetrator	20

6.2.2   Survey of Experiences of SRGBV: Teachers and Other School Personnel

This survey is designed to collect two types of information from teachers and other school personnel. In addition to the items developed by RTI International, item content was adapted from DevTech Systems (2006) and ISPCAN (2007). This information is provided in Annex 2, with complete references provided in Annex 7 of this document.

The first series of questions collects information about their knowledge of sexual violence that is perpetrated against students by other teachers or school personnel. The researcher reads a series of questions to the respondents, and then they are asked to indicate how many times during the past school year they have "heard about" and/or "witnessed" a fellow teacher or other school personnel perpetrate the described act of violence against a student. Respondents are asked to indicate their response by selecting one of the following choices: "Never," "Once," "A few times," or "Many times." Teachers and other school personnel are asked to reflect on 25 statements about the sexual violence perpetrated by school personnel. Respondents who have knowledge about and/or witnessed such incidents at school are then asked a series of open-ended questions regarding what action was taken and how the experience impacted them personally.

Respondents are not asked whether they have personally perpetrated acts of sexual violence against students.

The second series of questions collects information from teachers and other school personnel about their perceptions of the levels of specific acts of SRGBV, including different acts of bullying, corporal punishment, and sexual violence. Teachers are asked to indicate whether a behavior is "Never," "Sometimes," or "Often" observed. The *Survey of Experiences of SRGBV: Teachers and Other School Personnel* is presented as Annex 4 (Table 4.3) of this document.

The *Survey of Teacher Disciplinary Practices* is provided to learn more about different forms of teachers' disciplinary practices. During this survey, teachers listen to statements read by the researcher that describe different disciplinary practices and different strategies for encouraging students in their behavior and schoolwork. Teachers are then asked to indicate how often they used the stated disciplinary practice during the past school year by selecting one of the following choices: "Never," "Once," "A few times," or "Many times." The *Survey of Teacher Disciplinary Practices* includes a total of 19 items and can be found in Annex 4 (Table 4.4) of this document.

SRGBV Scenarios

The SRGBV measurement toolkit provides a set of SRGBV scenarios (i.e., stories) and associated interview guidelines from which users can select additional or replacement icebreakers to be used with the *Survey of Experiences of SRGBV: Students* or as an additional or alternative tool to collect information about students' experiences of SRGBV. The scenarios, which are each between 150 and 200 words in length, provide a more child-friendly context in which to introduce the discussion of SRGBV experience. The scenarios, which are read to the student aloud, help to distance the student from his or her own, often disturbing, experiences, yet provide a context to discuss different types of SRGBV in a more informal setting. Strategically progressing from informal discussions about the SRGBV experience portrayed in the scenario to more specific questions about the student's personal experiences allows for him or her to become comfortable during a potentially uncomfortable interview situation.

The set of SRGBV story scenarios is accompanied by an interview guide that describes how the researcher progressively introduces questions that relate to the student's personal experiences. The interview process involves three stages of questioning. The initial questions distance a student's personal experience from the discussion by asking general questions about the fictitious scenario illustrating an act of SRGBV. Then, the questions progressively call on the student to reflect and discuss situations that are closer to his or her personal experience. RTI developed the SRGBV scenarios to accompany the interview guide.

Although the SRGBV scenarios do not contain an exhaustive set of the experiences of students, the stories have been designed to represent a range of experiences that students may face across all forms of SRGBV. There are different scenarios for targeted age groups and different scenarios for girls and boys as the main character. There are a total of 18 SRGBV scenarios from which users of the measurement toolkit can select. **Table 6-3** presents the breakdown of the SRGBV scenarios.

Table 6-3.   SRGBV Scenarios

Category	Act	Age Group (in Years) 8–12	13–15	16–18	Sex Boy	Girl
Bullying 1	Name calling	X				X
Bullying 2	Ostracizing		X		X	
Bullying 3	Physical bullying	X			X	
Bullying 4	Physical bullying			X		X
Bullying 5	Disabled child—Name calling and ostracizing			X		X
Bullying 6	Peer to peer LGBTI bullying		X			
Corporal Punishment 1	Physical; exploitative labor		X		X	
Corporal Punishment 2	Humiliation	X			X	
Corporal Punishment 3	Physical; public humiliation			X	X	
Corporal Punishment 4	Public humiliation; exploitative labor				X	
Corporal Punishment 5	Teacher to student LGBTI	X				
Sexual Violence 1	Teacher to student	X	X			X
Sexual Violence 2	Head Teacher to student		X			X
Sexual Violence 3	Student to student, on the way to school		X		X	X
Sexual Violence 4	Harassment of girls going to school by persons not from school		X	X		X
Sexual Violence 5	Transactional exploitation by taxi driver			X		X
Sexual Violence 6	Psychological and physical intimidation by a boyfriend			X	X	X
Sexual Violence 7	Harassment of LGBTI boy going to school by persons not from school	X				

6.2.3   Surveys of Attitudes and Beliefs

One of the most common strategies of SRGBV prevention interventions is to transform the attitudes and beliefs that have served to produce and perpetuate gendered violence in and around schools. The *Surveys of Attitudes and Beliefs* are designed to collect information from students, teachers and other school personnel, and parents or caregivers regarding their attitudes and beliefs about gender equality, gender norms, and the prevailing power relations that exist in the school, community, and home. In addition to items developed by RTI International, items for these surveys were adapted from Achyut (2011), Action Aid (2013), DevTech Systems (2006), and Foshee et al. (1998, 2000, 2001, 2004, 2008). Sources for each item are provided in Annex 2, with complete references in Annex 7 of this document. In this task, respondents are read a series of statements and are asked to respond to each statement by selecting one of the following

choices: "Agree," "Disagree," or "Not sure." In addition, each respondent is asked some open-ended questions that focus on the respondent's sense of agency to challenge the continuation of gendered violence in schools and to prevent it. The attitudes and beliefs survey modules include the five separate survey instruments, which are listed as follows and are included in Annexes 3 through 5 of this document:

- Module S4a: *Survey of Attitudes and Beliefs: Students (Aged 8 to 12 Years)* (Annex 2, Table 2.3)
- Module S4b: *Survey of Attitudes and Beliefs: Students (Aged 13 to 15 Years)* (Annex 2, Table 2.4)
- Module S4c: *Survey of Attitudes and Beliefs: Students (Aged 16 to 18 Years)* (Annex 2, Table 2.5)
- Module T4: *Survey of Attitudes and Beliefs: Teachers and Other School Personnel* (Annex 3, Table 3.2)
- Module P2: *Survey of Attitudes and Beliefs: Parents and Other Caregivers* (Annex 4, Table 4.2)*.

The items within the attitudes and beliefs survey modules are organized according to the following four attitude and belief domains: gender norms at school, gender norms at home, power relations, and intimate partner violence (excluding students aged 8 to 12 years). In addition a small number of open-ended questions is included to capture information about the respondent's perceived role and sense of agency to ensure the safety of students and to avoid and prevent SRGBV. The majority of survey items are common across all sub-populations, which allows for a comparison of attitudes and beliefs for different respondent sub-populations. In addition to the number that identifies each item of each survey, the response forms for the attitude and beliefs survey modules include a common identifier code that enables users to link and compare response patterns across respondent groups. To minimize any bias that may be related to the ordering of items within the survey modules, the items have, for the most part, been ordered in the same sequence for all respondent groups. The exception to this is when individual survey items are assigned to one respondent group, but not to the other. **Table 6-4** provides information about the number of items for each survey and the information collected.

Table 6-4. *Survey of Attitudes and Beliefs*: Item Categories and Distribution

Category	Number of Items per Category				
	Students Aged 8 to 12 Years	**Students Aged 13 to 15 Years**	**Students Aged 16 to 18 Years**	**Teachers**	**Parents or Other Caregivers**
Gender norms at school	10	10	10	13	13
Gender norms at home	8	8	8	8	8
Power relations	8	8	8	10	10
Intimate partner violence		8	12	9	9
Open-ended questions	2	2	2	2	2
Total	**28**	**36**	**40**	**42**	**42**

6.2.4 Surveys of Perceptions of School Climate

The *Surveys of Perceptions of School Climate* are designed to collect information about the perceptions of students, teachers and other school personnel, and parents or other caregivers regarding the characteristics of school life, or "school climate," (National School Climate Council, 2007). There is one survey of perceptions of school climate for each of the three survey sets. The surveys are listed as follows and are presented in the following annexes of this document: Students (Annex 3), Teachers and Other School Personnel (Annex 4), and Parents and Other Caregivers (Annex 5). The items that compose these surveys were adapted from four instruments that surveyed a wide range perceptions about the school environment. This information is listed by item content in Annex 2, with complete references in Annex 7. Many of the items on the *Surveys of Perceptions of School Climate* were adaptations of items in the *Delaware School Climate Survey: Scales of School Climate, Bullying and Victimization; Student Engagement; and Positive, Punitive and Social Emotional Learning Techniques* (Bear, et al., 2014). Other sources of information for the surveys included the ISPCAN (2007); DevTech Systems (2007); and ActionAid International (2013).

Violence is not tolerated in a positive school environment, where social, emotional, and academic development are nurtured and supported; where the interpersonal relationships between and among teachers, students, and staff are open and positive; and where teachers and students of diverse sexual orientations and gender identities are both respected and have a voice in school affairs. In addition, a positive school environment means that the school facility is safe and its teachers are competent, are supported by their supervisors, and communicate regularly with parents. When students' social and emotional development are nurtured in school, they become empowered to make decisions about their own safety and to report and challenge violence when they encounter it personally or as a witness (Diaz-Valera et al., 2013). Thus, the *Surveys of Perceptions of School Climate* obtain perspectives from students, teachers and other school personnel, and parents or caregivers about how positive the school environment is. This approach supports a holistic, or "systems," view, which emphasizes how all aspects of school life come together to nurture, support, and protect students, which will best serve to prevent SRGBV and sustain this transformation in the long run.

The *Surveys of Perceptions of School Climate* instruments include measures of respondents' perceptions of school climate along the following dimensions: students' sense of belonging in the school, acceptance of diversity, and inclusion; child protective practices and structures; discipline and fairness; student–student relationships; student–teacher relationships; and teacher–staff relationships. After piloting the *Surveys of Perceptions of School Climate*, it will be important for users to conduct the specific psychometric analyses that will yield information about the inter-correlation of items and the underlying factor structure of the overall school climate scale. Such analyses will help to inform users about the most appropriate grouping of survey items and development of meaningful sub-scales. More discussion about the pilot analysis is presented in Section 7 of this document.

Similar to the attitudes and beliefs survey modules, most of the *Surveys of Perceptions of School Climate* items are common across different groups of respondents. This commonality allows for comparability of perceptions across the different sub-populations and provides an opportunity to flag and investigate conflicting perceptions. **Table 6-5** presents the distribution of items across seven different school climate information domains.

Table 6-5.   **Distribution of *Perceptions of School Climate Survey* Items**

Dimension of School Climate	Number of Items per Category		
	Student	Teacher	Parent
Students' feelings of belonging in the school, acceptance of diversity, and inclusion	13	13	9
Child protective practices and structures	9	13	12
Discipline and fairness	9	9	6
Safety	15	15	11
Student–student relationships	7	6	4
Student–teacher relationships	6	2	5
Teacher–staff relationships		2	

6.2.5   Survey of Student Demographics and Socio-Economic Wealth

The attitudes and beliefs about gender norms and the balance of power related to gender, authority, and age that exist in the community, the family, the institutions of education, and the school climate itself influence the prevalence of gendered violence in schools. There are also individual characteristics that place students at a higher risk of victimization. Students who live in poverty, orphans, and the disabled are among those at high risk for being targets of all forms of SRGBV. This survey is designed to provide the user with an opportunity to characterize the student respondents and investigate these risk factors in the local context.

The survey consists of open-ended questions and simple "yes" or "no" questions. Two types of demographic information are collected: basic student demographics and the nature of the student's living situation. Students are also asked questions to determine whether they have a disability or are an orphan. The questions that are used to determine whether a student has a

disability have more nuanced answers of "Yes—Some Difficulty"; "Yes—A lot of difficulty"; "No—No difficulty"; or "Cannot do at all" (Centers for Disease Control and Prevention, 2015).

During the socio-economic wealth survey, students are asked questions about their household such as what tools or appliances are used for cooking, what items are used to get water, what different types of toilet facilities are available, what types of electronic devices are in the home, and what different forms of transportation are available. Information about the education level of the parents or other caregivers is also obtained. The specific analyses for obtaining the socio-economic wealth index are provided in Section 8 of this document. The *Survey of Student Demographics and Socio-economic Wealth* is presented as Annex 2 (Table 2.7).

7   Toolkit Implementation Guidance

7.1   Preliminary Planning

7.1.1   *Situational Analysis and Socialization of Stakeholders*

Before the research or program intervention begins, it is recommended that a thorough situational analysis be undertaken. In addition to providing background knowledge of the context, conducting a situational analysis provides an opportunity to establish relationships with the community and to begin preparations for the study, including securing the necessary formal and informal approvals for the study. Information from sub-populations of respondents and potential beneficiaries of future interventions that will be informed by the situational analysis is valuable for informing the research design of the study and, where applicable, future program designs and related monitoring processes (Blanchet-Cohen, 2009; Bonati, 2006; MSI, 2008; Pinheiro, 2006).

A variety of actors at the national, school, and community levels are involved in preventing and mitigating the impacts of SRGBV and have a stake in the results. Therefore, researchers may want to consider including these stakeholders in the discussions that are a part of the situational analysis. The following is an illustrative list of stakeholders:

- Education officials, including those at national and sub-national levels; school administrators; teachers; and members of school management bodies
- Students and out-of-school youth
- Community leaders, including traditional and religious leaders; parents; and non-education public officials who are from, for example, the health, labor, women and children affairs, and justice sectors of the government
- Representatives and political leaders from local government
- Local public service providers, including those from health, police, and justice
- Representatives from relevant non-government organizations and international agencies, including disabled people's organizations and, depending on the country, organizations that work with LGBTI persons.

When preparing for discussions with these stakeholders, researchers and implementers should be careful to manage the groups to maximize the comfort levels of respondents who will be discussing gendered violence in schools. For example, it is not advisable to group parents and teachers together, even during the preliminary stakeholder discussions, because there could be pressure from one group on the other during the joint discussions. Even during the situational analysis, it is strongly recommended to hold separate discussions by sex. In addition, because of the sensitive nature of the topic of SRGBV, it is important that the facilitator of the discussions is the same sex as the study respondent because this will help minimize their discomfort levels.

Investment made in this early stage to establish a broad base of interest and cooperation and support often lead to a large return. If researchers proceed without taking the time to engage

stakeholders during this stage, then this can lead to challenges during the research and, if applicable, the intervention. It is important to go beyond a token consultation to engage in genuine multi-stakeholder dialogue. Taking the time to engage local officials, community, and service providers without genuinely engaging their voice in the research and intervention planning is exploitative and will not yield the desired involvement and results. However, genuinely listening to what stakeholders have to say and inviting open discussions about the situation and upcoming research and/or prevention programs can help to ensure that research and program designs are grounded in the local context, build trust, and secure long-standing cooperation and support.

During these preliminary discussions, researchers can discuss with stakeholders the purpose of the research project and the intended use of findings. During these discussions, it is important to encourage stakeholders to voice their ideas about and interests regarding the upcoming study or interventions, share their ideas about how the data can be used, and to discuss the best way(s) to share the findings. In addition, the researchers should obtain critical preliminary information to guide the research and finalize selected aspects of the research protocol. Skillfully engaging a broad base of stakeholders during open discussions about the study is necessary to establish a trusting environment in which school staff and education officials, community leaders, parents and other caregivers, and other community members have an invested interest in the findings. Engaging school communities and officials in discussions about some of the details of the planned study also helps to solidify important contextual details of the research protocol. During the preliminary visit to the community, researchers are encouraged to complete the following tasks:

- Identify locations for administering the surveys (Note: The locations should be away from others to ensure a respondent's privacy and security, which can subsequently foster open and honest dialogue)

- Discuss the planned sampling protocol and obtain information that may serve to support sampling (e.g., school community populations that have different community beliefs and practices, socio-economic structures, political ethnic tensions, issues concerning sexual orientation and gender identity [SOGI])

- Discuss the selection of the Field Survey Team and identify avenues for finding qualified survey administrators, and professional counselors from the local region

- Discuss the intention to translate surveys into the local languages and identify translators who can do this

- Identify colloquial terms and other adaptations of the instruments that are given by the cultural or linguistic nuances of the local community

- Discuss and finalize the consent process (see the following section titled Ethical Considerations, Referral, and Reporting Systems)

- Obtain information about child protection policies and legislation, formal and informal structures for addressing child protection, and availability, use and effectiveness of support services

- Obtain information about ongoing research activities or interventions
- Finalize protection protocols for the research.

7.1.2 Institutional Review Board Procedures

For research involving human subjects, it is important to ensure that proper ethical protocols are followed for the research being undertaken. Special considerations are required for research with children and when the topic is of a sensitive nature such as SRGBV. There are well-documented requirements when conducting human subjects research that is funded by the U.S. Government (USG). The following steps provide important guidelines for determining what efforts are needed to comply with regulations governing standards for USG–funded activities. Standards are very likely to differ for other countries.

Step 1. Determine Whether the Study Is USG Federally Funded

Even if the funding is only partially federal, the regulations might apply if the work constitutes research. If the work is not federally funded and not under federal oversight (e.g., being regulated by the U.S. Food and Drug Administration), then the implementing organization's guidelines along with host country requirements regarding ethical review and the protection of human subjects should be followed. It is important to note that the guidelines differ among organizations, so it is best to check both organizational policies and the funder's policies. Some organizations follow federal regulations, even if the funding source is not federally funded. Additionally, for international research, regardless of the location of the implementing organization or the funder, there must be an understanding of, and compliance with, local requirements for ethical review.

Step 2. Determine Whether the Work Constitutes "Research" as Defined by the USG and Seek Institutional Review Board Review and Approval, if Needed

Per 45 *Code of Federal Regulations* Subpart A, Section 46.102, "research" is defined as "…a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge." If the work being undertaken constitutes research with human subjects, then a review by an Institutional Review Board (IRB; or the term "Ethics Committee," as used in some other countries) is needed. An IRB is a group that has been given the authority and responsibility to review, approve, and monitor research that involves human subjects to ensure that the research and human subjects are protected. For example, if researchers are only collecting and reviewing policy-level information, rather than specific information about individuals, then approval from an IRB may not be needed. However, this type of situation should be reviewed against organizational IRB rules to confirm compliance.

Work that is a part of monitoring and evaluation for a general project and is not generalizable beyond the population studied, generally does not constitute research. However, some organizations require that monitoring and evaluation plans are reviewed by the IRB in order to make the research or non-research determination. It is recommended and often required by research organizations, funders, or journals to formally document in some manner the decision

regarding whether an activity does not constitute research with human subjects as determined by an IRB or Ethics Committee.

Step 3. Ensure that In-Country Ethics Rules and Laws Regarding Privacy and Research Are Followed

Local ethics rules may or may not exist in countries, and the appropriate organization for reviewing plans related to a study of human subjects can change periodically. In addition, topics such as legal age of non-minor status (such as those aged 18 years or younger), emancipation status, and import and export controls vary by country. The following resource provides a list that can be used to identify local regulations regarding research with human subjects and potential Ethics Committees to review work in country: http://www.hhs.gov/ohrp/international/index.html. Although this list does not provide information about the vetting of these organizations, it does offer the opportunity to further review the local resources that may be available to provide ethical oversight of the work.

However, not all countries have a national Ethics Committees in place, and others limit the role of those committees to medical research. If either scenario is the case, then organizations may choose to work with a local in-country university partner to facilitate an ethics review. In addition, there are currently credentialing agencies, particularly in Asia, that can provide information about Ethics Committees locally. In addition, some countries (e.g., the United States) have commercial IRBs in place that can serve as a resource, under appropriate circumstances, for ethical reviews.

Because the SRGBV measurement toolkit was designed to be flexible, the variability of the uses of the survey modules and the different ethics requirements of organizations, funders, and across countries, it is not possible to have a specific checklist to follow for ensuring IRB approval. However, reviewing the funding source, determining whether the work meets the definition of "research," and working with the local organization and location to ensure compliance with policies will help to ensure compliance with ethical requirements.

7.1.3   Ethical Considerations

When investigating SRGBV and other forms of violence against students, children's participation in a study could put their safety at risk. The safety of respondents can be compromised through secondary victimization such as interrogation and intimidation, discrimination and exclusion, psychological trauma, and even further violence against the children participating. There is also the potential for real or perceived exploitation.

When investigating SRGBV, there are many questions to take into account, such as the following:

- When data are collected from children, how do they have a say in how this information is going to be used?
- If discussions trigger memories of traumatic experiences among respondents, how are professional counselors available at each research site to assist students?

- How will children access referral sources for medical, psychosocial, and legal follow-up support, when needed, including sources sensitive to LGBTI issues?
- What do members of the Field Survey Team do when they hear about a violent crime against a child that has been fully disclosed to them by a minor under the promise of anonymity and confidentiality?
- Who will follow up on these cases to ensure that the issues are properly addressed?

These are some of the many ethical challenges that must be addressed early in the research planning stages, with specific protocols developed and implemented to ensure the respect, confidence, and protection of human subjects, especially children. Ellsberg and colleagues (2001) provide the following overarching ethical considerations that should be considered when conducting violence-related research: ensure respect for people at all stages of the research process, minimize harm to respondents and research staff, and maximize benefits to respondents and communities, and justice. In the following paragraphs, these ethical considerations are further discussed in the context of studying SRGBV.

Ensure Respect for People at All Stages of the Research Process

In the SRGBV context, this ethical consideration specifically focuses on the rights of respondents to make decisions about their involvement in the research and, in the case of minors, the rights of parents or caregivers to protect their children from participating in an activity that the parents deem to be harmful. Ensuring that respondents and parents understand the nature of the research and their choice to refuse consent initially or to opt out at any time during the course of the study is a basic right that must be upheld and respected. Commitments made to respondents regarding confidentiality must be clearly articulated and upheld by all members of the Research Team. In studies of violence against children there are exceptions to a researcher's ability to keep information confidential. Most countries have laws that require the reporting of child sexual or physical abuse, and, in many cases, this includes past and present abuse or the risk of future abuse. Depending on the local laws, any illegal behaviors disclosed may need to be reported, whether the respondent is a parent or caregiver, is a child, or is in a position of authority such as a teacher or Principal. In addition, ethics or professional codes may dictate that a researcher must disclose information if a respondent shares suicidal or homicidal ideation. Such duties to report may also be affected by the identity of the researcher. For example, in the United States, some states only require individuals in certain professions to report, whereas other states require all people to report.

Adult respondents, parents or caregivers of minors (if applicable), and children must be informed in advance that there are specific situations when it is necessary to report a case to authorities to protect a child. Respondents, and in the case of minors, their parents or caregiver, must understand this situation and must be informed both verbally and in print on the Consent and Assent Forms. Therefore, the process of informing them in advance must be conducted in a manner that is clear and allows the reader to comprehend the limits on confidentiality. This topic may need to be addressed in terms of limits on confidentiality and the potential risks of participation because confidentiality cannot be guaranteed in all cases. The lack of a guarantee

regarding confidentiality is often true in resource-limited countries where theft of electronic equipment or bags containing paper materials is a foreseeable event and cyber security protections are not fully implemented. Consent forms should explicitly acknowledge that it is not possible to guarantee absolute confidentiality.

Autonomy is the key to honoring respect for persons. For people to truly have autonomy in their choice to participate in research, they need to fully understand the limits on confidentiality and the resulting risks. Also, the voluntary nature of the research activity needs to be preserved by the process and explained in a manner that considers the cultural factors that may influence the true ability of respondents—and parents or caregivers, in the case of minors—to exercise their freedom of choice. Some other topics that should be included in the consent process to demonstrate respect for people are the inclusion of an honest statement about the purpose of the research, as well as information about how and with whom the data will be shared and stored. In addition, the consent process should also include the following additional topics: information about the time and emotional burden of participation (i.e., what topics will be covered, potential for distress, time commitment both immediate and for follow up) and information stating that these activities are experimental and it is unknown whether they will provide any benefit. Finally, it is imperative that informed consent materials are written at such a level that they can be easily understood by the populations involved in the research.

> **Consent and Assent**
> The consent process ensures that participants or the legal guardians of minor children are given adequate information about the study that they can understand, in order to make an informed decision to volunteer themselves or their minor children to participate. Adult participants or legal guardians indicate in writing on the **Consent Form** whether they give or withhold permission for themselves or their minor children to participate in the study. Even though parents may give permission for their children to participate, each child must also be informed about the study and agree to participate. The **Assent Form** is used for a child younger than the legal age of consent or an individual not competent to give legally valid informed consent (e.g., a cognitively impaired individual) to indicate in writing that he or she agrees or disagrees to participate in research.

Minimize Harm to Respondents and Research Staff

Respondents and researchers are at risk for experiencing emotional stress when discussing topics such as violence, especially sexual violence. Completing the survey instruments that compose the toolkit could trigger distress if the questions remind the respondent of a traumatic act personally experienced or witnessed. Members of the Field Survey Team may also experience emotional trauma because of their participation in the study. Thus, detailed protocols must be in place and known to all members of the Field Survey Team to ensure that there is an immediate response when these situations arise. It is advisable to have at least one male and one female professional counselor available at each research site. These individuals will not be involved in the data collection effort. Rather, the counselors will available to provide responsive assistance, as needed, to respondents and members of the survey team. If a situation arises in which respondents or members of the team may be in danger, then the counselors will offer referrals and guidance on reporting.

As previously mentioned, during the consenting process, respondents—and in the case of minors, their parents or caregivers—are informed about situations in which full confidentiality cannot be guaranteed, especially when there is an ethical obligation to intervene if a child is truly in danger.

During data collection, respondents may disclose instances of violence that present a very real danger to them or to persons who are not directly involved in the study. In these instances, the researcher's primary concern is to protect the child; therefore, it will be necessary to report these cases and ensure that the student receives the required care and support he or she needs from trained professionals who are not directly involved in the data collection effort. Even though there may be standard protocols in place for reporting cases of violence against children,

decisions regarding how to best address issues that arise must be made on a case-by-case basis and must consider the local context. To facilitate the required reporting and follow up of these cases, it is recommended that the research organization enter into a formal agreement with a local organization that specializes in child protection and advocacy, ensuring that its staff have the capacity to work with children with disabilities and LGBTI students. The local organization can be asked to assist in handling such special cases and provide follow up when necessary. An example from Devries and colleagues (2013) of a process for referral and reporting is presented in the text box.

> **Example of Referral and Reporting Protocol**
>
> "All children who participate in the study, regardless of what they disclose, will be offered the opportunity to visit with a trained counselor who is fluent in Luganda. For children who disclose more severe experiences of violence in the past week or past year, the District Probation Officer and the representative from our local Luwero partner non-governmental organization will be informed and will refer cases onward in accordance with local policy. Children who disclose recent sexual violence, severe physical violence, or injury, or who have otherwise urgent conditions, will be taken immediately to the health center, and the District Probation Officer and local Luwero partner non-governmental organization representative will be informed so that further follow up may take place (Devries et al., 2013)."

Maximize Benefits to Respondents and Communities

During preliminary visits to the schools and communities, researchers are well positioned to share the potential benefits to participating communities. For basic and applied research, this may simply be the knowledge generated about the status of SRGBV, which, in turn, provides the data needed to drive local dialogue and decisions about ways to address identified issues. The benefits from sharing monitoring and evaluation data to direct beneficiaries of intervention programs help to enhance beneficiaries' active role in tracking program progress, thereby ensuring their continuous participation in interpreting monitoring data and informing strategy reviews. It is equally important to dispel any myths about what benefits the research might bring to the school and community in terms of grant funding, as well as materials and other resources often associated with incoming projects, especially in resource-poor contexts.

Justice

The last ethical consideration, justice, focuses on balancing the risks and benefits of conducting research about sensitive subject matter such as SRGBV. In the case of SRGBV, there are risks of exposing the violations of students in schools, and the failure to learn about the nature, extent, and correlation of violence in a school setting is also risky. To resist and/or ignore opportunities to build awareness about SRGBV and to mobilize champions who will speak out against SRGBV is an equal, if not greater, risk. Failure to "pay attention" simply reinforces and perpetuates SRGBV and the gender norms and power relations that promote and maintain them.

There are a number of opportunities during the course of the research that can be leveraged with little additional cost to build awareness about SRGBV and to provide information to schools, teachers, and parents about existing avenues for getting assistance for students. For example, information about SRGBV can be presented at stakeholder discussions during the situational analysis. During the consenting process, parents can be informed of the lines that may be available to them to report violence.

7.1.4   Adapting the Instruments to the Local Context

Although the instruments described in Section 7.5 (and presented in the annexes of this document) are considered to be "complete" instruments, they are not considered to be "finalized" until they are adapted to local contexts. Adapting the instruments to the local contexts involves the translation of instruments, responses, Consent and Assent Forms, guidance for Field Survey Teams, and all other related materials in the language of administration.

Translation alone does not fully adapt an instrument to a particular context. Rather, full adaptation involves working with local experts (e.g., content area experts, language experts, teachers, social workers) to determine the correct language, terminology in both questions and response options, and any sensitive issues locally. It is recommended that the process of adaptation is undertaken with a diverse and complete set of adult and young adult stakeholders in the form of a multi-day workshop, during which each instrument is examined and adapted item by item. Through this process of deliberate examination with local stakeholders, the instruments will use the appropriate language, terms, and phrases and will be sensitive to any particular local issues about this topic. Moreover, the adaptation with a diverse group of local stakeholders will also lend credibility to the instruments and the phenomena that they aim to measure. During adaptation, it is important not to change the positive or negative direction of the question. An example of a positive direction is "Girls should be allowed to play sports at school." This statement should not be changed to "Girls should <u>not</u> be allowed to play sports at school" because this change will impact the index score calculation described later in Section 8.

7.2   Study Design

7.2.1   Type of Research or Purpose of Study

As mentioned in the introduction to Section 6, the SRGBV measurement instruments comprising the toolkit are designed to be useful for conducting basic and applied research about SRGBV,

monitoring the progress of specific interventions, and evaluating the impact of interventions. Depending on the purpose of the research, the way in which the instruments and the sampling frame will be used, the frequency of administration, and the analysis of resulting data will also vary. Researchers can use the toolkit to conduct descriptive and exploratory survey research, to monitor the progress of a specific intervention, and to evaluate impacts. Each of these uses of the toolkit are further described in the following paragraphs:

Using the Toolkit to Conduct Descriptive and Exploratory Survey Research

The SRGBV measurement instruments can be used as part of a research study to examine the nature and prevalence of SRGBV in a given population and to identify potential factors in the existing environment that may impact SRGBV. To conduct exploratory survey research, a representative sample of the population(s) of interest must be drawn to participate in the study. Descriptive and correlational/regression analysis methods are appropriate for this type of study to characterize what SRGBV "looks like" in the population of interest and to examine how different dimensions of SRGBV relate to each other and to other factors in the environment. Combined with a smaller sample of qualitative case studies, this approach can provide rich information for the development of hypotheses and design of interventions.

Using the Toolkit to Monitor the Progress of a Specific Intervention

In the context of a specific intervention to reduce SRGBV through education and attitudinal and behavioral changes, elements of the SRGBV measurement toolkit can be used to monitor the impacts of the intervention. For this application of the toolkit, which involves the repeated canvassing of an illustrative sample, it is advisable to exclude particularly sensitive instruments[9] (e.g., *Survey of Experiences of SRGBV: Student*) or even specific items within instruments, and select a manageable subset of the remaining items to facilitate data collection and analysis.

To pare down the number of instruments, researchers should focus on the aims of the intervention, selecting items that are expected to provide reasonable indications of whether the anticipated, desired changes are occurring in the beneficiaries of the program. For example, implementers might select only certain sub-scales of the attitudes and beliefs or the school climate survey modules that are closely aligned with specific targeted inputs rather than administering all of the modules for all respondent sub-populations.

For the purposes of monitoring, neither a representative sample nor a counterfactual (information from a group not receiving the intervention) is required; however, the same standards of ethics, rigor in administration, and data quality should be upheld as they would be for scientific research or evaluation.

Monitoring should also establish a baseline situation (by using the selected subset of instruments and items) ideally before the intervention starts, against which to measure change. Analysis of monitoring data will involve tracking of relative and absolute changes over time in school

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[9] Regular monitoring of students' experiences of SRGBV is not advised because this questioning may trigger potential distress.

climate, attitudes, and experience from earlier to later measurements. Analysis will also examine whether changes observed are occurring with the expected speed or in the desired direction. By doing so, implementation lapses can be rapidly identified and remediation provided where it is most needed. Monitoring changes in SRGBV dimensions will be most useful when data are collected from a sample that reflects the breadth of diversity in the beneficiary group and are paired with information about the fidelity of implementation of the intervention across this diversity. In addition, embedding qualitative data collection can contribute to understanding the relative uptake of interventions in different locations and among different sub-populations.

Using the Toolkit to Evaluate Impacts

To determine, with scientific rigor, whether a given intervention has likely brought about the anticipated changes observed in the beneficiary group, rigorous research methods must be applied. The highest standard of impact evaluation requires that changes in the group that received the intervention are analyzed relative to data representing what would likely have occurred without the intervention—in other words, a plausible counterfactual (such as a control group).

The most rigorous means of achieving a valid counterfactual is through the randomized assignment of potential intervention recipients to treatment and no-treatment groups, which is often known as a randomized control trial. Samples large enough to have adequate statistical power to detect differences of interest are drawn from both of these groups and participate in at least two measurement occurrences: at baseline (before intervention activities begin) and at endline (at the end of the intervention). All of the SRGBV measurement toolkit instruments are relevant and appropriate to generate adequate measurements of change in attitudes, experiences, and school climate relating to SRGBV. This is true for the most rigorous randomized control trial designs and for other impact evaluation designs that use other constructions of the counterfactual (e.g., regression discontinuity or propensity score matching designs).[10]

Similar to that discussed for routine monitoring activities, the impact evaluations will want to select survey modules from the toolkit that are aligned with the interventions being evaluated. The methods described for evaluating impacts are also relevant when using the SRGBV measurement instruments during experimental and quasi-experimental research applications that are not program evaluations.

All of the previously described uses of the SRGBV toolkit begin from the position that adequate piloting and any necessary revisions of the instruments have been performed to confirm the internal validity and reliability of the various sub-scores generated by the survey modules or instruments. In other words, piloting is necessary to determine if the survey instruments themselves produce demonstrably valid and reliable measures of the phenomena they purport to be measuring, and possibly adaptations need to be made. The instruments included in this toolkit draw on and use specific items from other instruments that have been psychometrically analyzed

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[10] For information about impact evaluation methods, see, for example, the Africa Impact Evaluation Initiative's Web site at http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/AFRICAEXT/EXTIMPEVA/ 0,,contentMDK:21017034~menuPK:2830194~pagePK:64168445~piPK:64168309~theSitePK:2620018,00.html.

and determined to be robust in these ways. However, the recombination of items has essentially created new instruments whose distinct psychometric properties as instruments also need to be confirmed.

7.2.2   Formal Pilot Testing

A formal pilot test of the instruments is required to ensure that the individual items yield valid responses within the context in which the study is being conducted and to evaluate the validity and reliability of the instruments as a whole. Cognitive interviewing methods (and psychometric analyses) are used to validate the individual items in a survey.

Cognitive interviewing is a method used to evaluate sources of bias in survey instruments. Through a systematic inquiry with members of the respondent population, qualitative data are collected during cognitive interviews that guide the evaluation of survey instructions and survey questions in a manner to maximize their validity, and in turn, increase reliability. A number of models represents the theoretical background to cognitive interviewing, including the general model by Tourangeau (1984) and the guideline given by the Questionnaire Appraisal System QAS-04 (Dean et al., 2005).

The QAS-04, presented in Annex 6, is a tool that is used to evaluate and revise draft questions in assessments and surveys to identify and correct the following potential issues: problems in administration, ambiguities in the instructions to respondents, and difficulties in understanding specific words in the questions or the questions as a whole. The QAS-04 is also used to evaluate questions that were not appropriate for the context, problems with translations, and questions that were uncomfortable for respondents to answer because of the sensitive nature of the topic.

At a minimum, the distribution of responses across response choices should be evaluated to determine the variability in response. In general, the utility of items should be carefully considered when 85 percent or more of the respondents agree on a particular response choice. Finally, the overall reliability of the instruments should be determined.

Ideally, the problematic items would be revised based on initial pilot results, and then a second pilot would be conducted to evaluate the item performance and instrument reliability of the revised set of items. In fact, it is not uncommon to undertake a third iteration of the pilot study to finalize a set of survey items and ensure the tools return maximal reliability and validity.

A set of school communities that represents relevant geo-political strata in the population (aligned with the overall research activity) should be selected for the pilot study. For example, if the sub-population includes school communities in both rural and urban areas, then the pilot should include some school communities from both rural and urban locations. Similarly, the pilot should include students from age groups that will be participating in the study. The survey modules of this toolkit have been developed for students aged 8–18 years with the following groupings: aged 8–11 years, 12–15 years, and 16–18 years. If the study includes all of these age groups, then the pilot sample must also include a sufficient number of students from all of these age groups. It is recommended to have between 150 and 200 completed questionnaires for each sub-group for proper pilot analysis.

7.2.3 Research and Evaluation Questions

Whether for basic or applied research or the evaluation of a particular intervention, any well-designed study begins with formulating the fundamental empirical questions that the study is intended to address. These questions serve as an underlying framework for the study; they are the touchstones back to which all decisions and choices regarding instruments, sampling, methods, and even budget, must lead. If an aspect of the study cannot be shown to contribute to a response to the fundamental questions, then it is likely to be either superfluous, or this is an indication that there is another agenda or important question at play—one that has not been made explicit. Conversely, if a fundamental question remains unsupported by the study design, then researchers and evaluators will have a difficult time delivering a response based on the empirical record when the time comes.

The essential scope of the study is defined at the question formulation stage. For this reason, establishing the fundamental questions of the study will require discussions and negotiation with clients and other stakeholders. For example, consider the question, "What is the current prevalence of SRGBV across the region?" If, for example, the Ministry would like to have robust estimates of the prevalence rate of SRGBV by district, then fulfilling this expectation would require a much larger sample (and budget) than estimating a single prevalence rate for the region. The specific contours of each question—and its implications for study design—must be examined by all interested parties to ensure that the expectations are taken into account and are tempered, if necessary, from the start of the design process.

Table 7-1 lists a series of empirical questions that the SRGBV measurement toolkit could be used to address. We emphasize that these questions are illustrative, intended to encourage and inspire researchers to develop their own questions and to be used as a basis for demonstrating the study-building process.

Table 7-1.   Illustrative Research and Evaluation Questions for the Study of SRGBV

Study Question (Illustrative)	Methodological Considerations	Relevant SRGBV Toolkit Instrument(s)	Analysis Notes
Questions for Descriptive or Exploratory Survey Research			
What is the current prevalence of SRGBV against students?	Requires an estimate based on a representative sample of the population of interest and an operational definition of "current" (e.g., "ever," past year," "past three months" or "past week.") Disaggregation desired must be specified in advance so that an adequate sample size is obtained for precise measurements.	• *Survey of Experiences of SRGBV: Students*	Prevalence is the percentage in a population that has experienced a behavior within a specific time frame. Calculate separate rates for different type of SRGBV and disaggregate by sex and grade (or age group). Rates could also be calculated and compared across region.
How do students perceive the school climate? Do students' attitudes and beliefs about SRGBV tend to reflect those of teachers and parents? To what	Surveys must be administered to all respondent sub-populations, during the same time frame.	• *Surveys of Attitudes and Beliefs: Students—Teachers —Parents*	Descriptive statistics by sub-group for the following key variables: (1) average index and sub-scale indices of attitudes and beliefs; (2) correlational matrix of index and sub-

Study Question (Illustrative)	Methodological Considerations	Relevant SRGBV Toolkit Instrument(s)	Analysis Notes
degree? If not, how do they differ?			scale indices; (3) cross-tabulations and graphics for response categories (Agree, Not sure, Disagree).
Does the perception of school climate by students tend to reflect that by school personnel and caregivers?	Surveys must be administered to all respondent sub-populations, during the same time frame.	• *Surveys of Perceptions of School Climate: Student—Teachers—Parent*	Descriptive statistics by sub-group for the following key variables: (1) average index and sub-scale indices of school climate; (2) correlational matrix of index and sub-scale indices; (3) cross-tabulations and graphics for response categories (Agree, Not sure, Disagree).
What features in the school environment are most strongly related to positive (egalitarian, non-violent) attitudes about gender among students?	The aggregation of interest must be determined in advance. If there is an interest in learning about these relations as they present in aggregate at the school level then the regression analyses would enter school means as opposed to student scores.	• *Survey of Attitudes and Beliefs: Students* • *Survey of Perceptions of School Climate: Students*	Multiple regression analyses using sub-scale indices of school climate as predictors and the overall attitude index as the outcome variable. Student characteristics such as sex, grade and household wealth index are potential covariates. Multi-level regression modeling techniques allow for both individual traits and school aggregate measures to be considered together.
What features in the school environment are most strongly related to positive (egalitarian, non-violent) attitudes about gender among students?	As in the preceding questions the aggregation of interest must be determined in advance.	• *Survey of Experiences of SRGBV: Students* • *Survey of Attitudes and Beliefs: Students* • *Survey of Perceptions of School Climate: Students*	The multiple regression analyses described above are relevant here, with both attitudes and school climate entered as predictors and prevalence rates for SRGBV entered as the outcome variable. Different multiple regression analyses should be applied for each of the three over-arching forms of SRGBV.
Questions for experimental or quasi-experimental research or impact evaluation			
What interventions can cost-effectively transform negative (non-egalitarian, pro-violent) attitudes and beliefs about gender relations into positive, egalitarian, non-violent attitudes?	Will require development, implementation, fidelity, and cost monitoring of two or more interventions and the establishment of a counterfactual or statistically calculated proxy Will require baseline and endline measurements Will require qualitative research complement to understand more about why some inputs were effective and others not.	• *Surveys of Attitudes and Beliefs: Students—Teachers—Parents* If school climate transformation is an intervention, the *Surveys of the Perceptions of School Climate* may also be useful as part of implementation fidelity monitoring.	Analysis appropriate to the methodology selected. Observed changes (increase or decrease) in attitudinal sub-score indices and (as indicated, depending on the intervention) the overall perceptions of school climate index or relevant school climate sub-scale indices.
Do program interventions lead to reduction in SRGBV experiences?	A multi-year study to obtain measurable results. Should include qualitative research to complement and better understand how shifts in	• *Survey of Experiences of SRGBV: Students*	Multi-level regression modeling techniques with school aggregates of SRGBV prevalence of at end line, controlling for baseline prevalence as the outcome variable and school aggregates of changes in

Study Question (Illustrative)	Methodological Considerations	Relevant SRGBV Toolkit Instrument(s)	Analysis Notes
	attitudes and school climate served to reduce SRGBV, if these shifts were associated with reductions in SRGBV.	• *Survey of Attitudes and Beliefs: Students* • *Survey of Perceptions of School Climate: Students*	genderattitude and school climate as the predictors in the model, with selected student characteristics and household wealth as covariates.

7.2.4 Sampling

The purpose of the study and the study design will drive decisions about the sample size and sampling process. At a minimum, there must be a large enough sample to enable disaggregation by sex. When the aim of the study is to describe a particular phenomenon in a population such as the prevalence of different forms of SRGBV, then both an adequate sample size and a sample representative of the population must be considered. In the case of prevalence, for example, the sample must be large enough to yield prevalence estimates that have an appropriate margin of error.[11] This holds true for any point estimate that is used to describe a population, including means, proportions, and regression coefficients. In addition, the sampled students' experiences of SRGBV must reflect the experiences of the students in the population. Thus, the student sample must be properly weighted so that it is representative of the target population. A multi-stage random sampling approach is usually required. School communities, for example, are randomly selected from the larger target population, and then students (usually an equal number of boys and girls) are randomly sampled from within selected schools according to the age or grade groups of interest. Stratification of schools within geo-political demarcations such as province or region may be desirable, again, circling back to the research questions to make these determinations. Similar rigor in sample selection is required for impact evaluations. The sample size, evaluated within the context of sample variance and reliability, should be large enough to yield statistical power for detecting true differences between the treatment group and the counterfactual. A representative sample must be selected from the treatment and comparison groups.

When conducting routine monitoring, in which the priority is to provide periodic measures for tracking relative and absolute progress in achieving the intended outputs and outcomes of the intervention, then sample selection must be focused on ensuring that data are collected from the full range of beneficiaries and settings participating in the intervention. It is important to collect monitoring data from the sub-populations at the school that are participating in the interventions, such as different school locations or management affiliations (e.g., private, religious, public). Although the requirements for rigor in data collection are not any different from the requirements for research and evaluation, purposeful sampling is an acceptable method for reaching the

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[11] Sample size is not the only factor used to determine precision. The reliability of the data and the variance and the intra-class correlations of the measures in the sample are also factors used to estimate precision. Instrument reliability is established as part of the psychometric analysis of the pilot data.

diverse set of beneficiaries, rather than random sampling. In addition, the large samples that are needed to obtain precise point estimates of the measures are not necessary. However, it is important to collect and review monitoring data routinely to evaluate the fidelity of treatment, track progress regarding key indicators, and evaluate the relative effectiveness of the intervention to inform mid-course strategy changes as needed. In addition, qualitative data collection embedded in a larger quantitative survey can complement analysis.

7.3 Selecting and Training the Field Survey Teams

7.3.1 Selecting the Field Survey Team

The direct Field Survey Team should consist of survey administrators, supervisors, and psychosocial counselors. Cooperating nongovernmental organizations (NGOs) and service providers identified to assist with reporting cases that put a child in harm's way or to provide follow-on medical, psychosocial and legal support services are considered indirect members of the Field Survey Team. When possible, it is recommended that these service providers be assigned formal roles in the research activity and to have representation of these organizations in community orientation activities and training. District extension workers, such as welfare officers, health officers or school advisors are also resources as they link directly to local government, thereby keeping them engaged and building capacity within government structures.

This will in turn help to ensure their full cooperation. In addition, if it is possible for a national university to provide support to the study, then steps should be taken to formally engage the institution. The national university would be another important indirect member of the Field Survey Team.

To the degree possible, survey administrators and respondents should be paired in such a way as to reduce the power dynamics between them. For example, survey administrators should be paired with respondents who are of the same sex and should not be a known authority such as a teacher or school official. A survey administrator should not be a member of the same community as the respondent, but the survey administrator should have knowledge about the cultural, social, economic and political context of participating communities and should speak the local language. A good practice is to recruit survey administrators who are from the same geographical region or province; in rural settings, care should be taken that potential administrators are not from the same community or village. Following these principles can improve respondents' feeling of safety and increase their willingness to provide full and honest disclosure. Overall, the recruitment of the Field Survey Team must take into consideration these guiding principles, with a balance of male and female supervisors, survey administrators, and counselors on each Field Survey Team.

As previously mentioned, university affiliates, representatives of cooperating NGOs, and service providers (if involved) should be considered as members of the Field Survey Team. As discussed in Sections 7.1.3 and 7.4.3 of this document, it will be important during the preliminary field visit to identify service providers to whom respondents can be referred for follow-on care and support when needed. A service provider can include an NGO to assist with and follow up with

special cases when a child is in danger and reporting to child protection authorities is required. If an NGO cannot be identified to work with the Field Survey Team about child protection matters that may surface during the research, then additional field staff will need to be recruited and trained to work with the psychosocial counselors to follow up on these special cases. If this scenario occurs, then additional field staff would use a case-by-case approach to address each issue while keeping the child's best interests and safety at the forefront.

Members of the Field Survey Team should be aware of the prevailing attitudes and beliefs toward gender roles and norms, diverse sexual orientations and gender identities that exist in the study site and should demonstrate some working knowledgeable about the inequalities in gender norms and the imbalance of power in gender relations that produce and perpetuate SRGBV. The necessary social personal skills for individuals on the Field Survey Team include strong communication skills, sensitivity to the respondents' needs, and a personable, friendly nature. In addition, members of the Field Survey Team must be organized, reliable, and strive to pay attention to details and accuracy. Members of the Field Survey Team must also be flexible and be willing and able to change course midstream, work long hours, and, as needed, assist fellow team members. Although it is important to take these qualities into account when recruiting the team members, it is still crucial that the training program includes components that build capacities in gender sensitivity, communication, and organization.

7.3.2   Training the Field Survey Team

Across all types of research, standardization of survey procedures and the rigorous training of members of the Field Survey Team strengthen a study's reliability by supporting the consistency of survey administration across multiple survey administrators (or Field Survey Team). Training programs for Field Survey Team members who will be collecting data about SRGBV surpass the training that focuses on how to properly administer the survey instruments to ensure standardization. In addition to training that establishes standard survey administration (see the following subsections), training of the Field Survey Team for the SRGBV measurement toolkit requires additional training modules. These include training modules to help build the teams' knowledge and understanding of SRGBV, develop their key interpersonal skills, and teach them how to establish a trusting and comfortable atmosphere while still maintaining standardization during survey administration. The Field Survey Teams are also trained on how to detect and respond to signals of distress among respondents and what action to take when situations arise that put children in danger. Each of these previously mentioned training modules is further described in the following paragraphs.

Building Knowledge and Understanding of SRGBV

All Field Survey Team members and cooperating university, NGO, and service provider representatives should develop a comprehensive understanding about SRGBV, its conceptualization as described in the SRGBV measurement toolkit (see Section 5 of this document), the risk and protective factors associated with SRGBV, and the gender norms and power relations that produce and perpetuate it (Leach et al., 2014; Parkes, 2015; RTI International, 2015b).

Developing Key Interpersonal Skills

Specific training should be provided to develop and/or enhance specific qualities in each team member. Dedicated training modules should serve to establish or deepen individual skills of the team members, particularly those listed as follows:

- Possess a deep sensitivity about gender inequality and all types of diversity that exist in the schools, communities, and homes around the world and about ways to mitigate the impacts of these in the research setting

- Enhance knowledge and respect for diversity; be aware of the signals of discrimination and stereotyping that respondents may face in their day-to-day experiences, such as those related to differences in SOGI, social-economic class, race, ethnicity, religion, cognitive and/or physical ability, and status as an orphan or other vulnerability

- Practice of objective and empathetic listening skills

- Exhibit the ability to work as a team member, including a willingness to provide assistance when needed and to consult with supervisors and other team members and ask for help when needed, and the ability to be flexible in work assignments and work schedule

- Demonstrate strong organizational skills and an appreciation for the need for rigor regarding attention to details, accurate recording of data and other information, and vigilance in keeping records anonymous, confidential, and secure.

Establishing a Trusting and Comfortable Atmosphere While Maintaining Standardization During Survey Administration

The survey modules have been designed for administering an individual, face-to-face interview with a respondent; therefore, establishing a trusting, personable, and respectful atmosphere is important. Equally important is the requirement for Field Survey Team members to conduct themselves in a professional manner, to be sensitive to the needs of respondents, and to be empathetic, while avoiding facial expressions that denote a reaction or a particular emotion. Therefore, specific training on how to conduct face-to-face interviews is required for f Field Survey Team members.

Detecting and Responding to Signs of Distress and Knowing What Actions to Take

Members of the Field Survey Team must learn how to identify signs of distress among respondents and must know when to refer students for counseling, when a case needs to be formally reported, or when a situation arises that puts a student in danger. Of paramount importance is that an individual team member does not take matters into his or her own hands. Rather, team members must discuss with supervisors and team counselors any issues that arise or questions about the need to refer or report cases. That way, the team members can respond appropriately, while keeping the respondent's safety and well-being at the forefront.

7.4 Preparing for Data Collection

7.4.1 Selecting Locations for Administering the Survey

Schools and households are the most common settings for administering the surveys; however, there are some advantages and disadvantages of using each. When weighing the advantages and disadvantages, the privacy of the interview and the comfort level and safety of the respondents are paramount. Whether in a school or household setting, the interviews must be conducted in a private or semi-private setting that is free from the eyes and ears of curious onlookers or those who may influence the underreporting of answers. Thus, school-based surveys must be conducted in a setting that is some distance from ongoing school activities. When household surveys are conducted, parents must understand the need for privacy and should not be invited to observe. Another approach that has been used during surveys is to ask the respondent where he or she would like to be interviewed (Fischian, personal communication [2015]; Bonati [2006]). When it is possible, asking the respondent about the location is a good idea because it can help to build trust and comfort, and it empowers the respondent, especially when discussing the sensitive topic of SRGBV. Although household surveys are more expensive, they are not as prone to sampling bias that may occur in schools, where students with high levels of absenteeism or who have recently dropped out may be missed. In addition, household surveys avoid sacrificing valuable classroom time. School-based surveys are less costly, but sampling bias and opportunity costs to students must be mitigated. Therefore, to mitigate against sampling bias some effort needs to be made to follow up with students who are not at the school on the day of the study or who have dropped out during the school year, and opportunity costs should be minimized.

Location and administration time interact to create opportunity costs of participation for respondents. It is important to recognize that all participation in surveys constitutes an investment of the respondents' time and that this investment comes with opportunity costs. Therefore, when designing a study that employs the survey modules provided in the annexes of this document, the decision of instrument timing should be based on the likely impact on respondents. This impact will, in turn, differ based on the location chosen for administering the survey modules. For example, interviewing teachers at schools will either take time away from their teaching responsibilities or will impose upon non-contact hours, such as during recess breaks or after-class working hours. Schools may be a logical place to administer surveys to students and teachers and other school personnel, but doing so may come at the cost of lost instruction time (Hewett et al., 2008).

7.4.2 Obtaining Informed Consent and Assent

Active informed consent is the preferred consenting practice for collecting data related to SRGBV. All study participants, and in the case of minors (i.e., children aged 18 years or younger, or the "legal age" as defined by the host country), their parents or legal guardians, must provide written informed consent. In addition, children whose parents have given their consent for them to participate are also informed about the study and given an opportunity to formally agree to participate in the study by signing an assent form. Assent is agreement to participate in

the study given by children who are minors and cannot legally give consent. Assent from children is elicited from those children whose parents have previously given consent.

Field Survey Teams should be certain that adult and child participants in the study and the parents or caregivers of minors understand all aspects of the study. These aspects include information about what is expected of respondents, the use of the data, the risks, and the potential benefits of participation. Field Survey Team members should take special care to ensure that respondents, and in the case of minors, parents or legal guardians, understand that participation is voluntary. The Research Team needs to inform respondents that they can refuse to answer any question or opt out of the study at any time. Respondents and parents or guardians must also be informed verbally and in writing (as printed on the Consent Form) of any potential risks of participation in the study. Examples of potential risks include a requirement to report to authorities situations that present danger to child participants or to children who did not participate in the study, but attend that school or live in that community.

Ample opportunity must be given to child and adult respondents and the parents or guardians of minors to ask questions about the study before collecting the signed Consent Forms and Assent Forms.

A preliminary group meeting is useful for orienting participants and the parents and guardians of minors to the study and to provide an opportunity for questioning in a group setting. However, it is also important to have an individual meeting with the participants and the parents or guardians of minors.

When organizing and planning for these meetings, it is important that the waiting time for parents and participants be minimized. One approach to minimizing the waiting time for parents of minors is to sample the student participants first and invite only the parents of the students sampled to the group and individual briefings. The Research Team should oversample to accommodate for parents who do not show up for the briefing meetings and for those who do not provide consent.

An individual meeting offers each participant and the parents or guardians of minors an additional opportunity to ask questions and seek clarification about the details of the study in a private setting. During an individual meeting, the researcher can also ensure that those who have provided or are still withholding consent have been fully informed. Informing them during the individual meeting will help to eliminate the pressure that participants and/or the parents or guardians of minors may experience in the group setting to give or refuse consent.

Parents or guardians of minors are asked to provide written consent or withhold permission for their child to participate in the study in writing on the Consent Form during the individual meeting. If participants or parents or guardians of a minor are unable to provide written consent or assent because they cannot write, then they will be asked to indicate verbally their decision (consent obtained or withheld), and one of the researchers will mark the appropriate box. Their decision can be confirmed with a fingerprint instead of a signature. Two members of the Research Team will sign the form as evidence that verbal consent was witnessed for adult participants or parents and guardians of minors. In the case of children whose parents have given

consent, two members of the Research Team will sign the form as evidence that verbal assent from these children was given. The researchers will give one copy of the Consent Form to adult participants or the parents or guardians of minors (or in the case of orphans living in an institution the director of the orphanage) and one copy of the Assent Form to the child participant. The researcher maintains a second copy of the Consent and/or Assent Forms.

Similar to the two-meeting process with adult participants and parents and guardians, children who have parental consent will be invited to both a group and individual meeting to learn about the study and complete the Assent Form. The meetings for parents and children will occur separately, and only children who have parental consent will be included in the children group and individual meetings.

There may be some students who are victims of SRGBV because of their SOGI and do not want to disclose their SOGI to their families because of fear regarding how they could be treated (e.g., verbal or physical abuse, kicked out of the home). In these cases, it may not be advisable to report this information to the student's family. In general, there probably should be a confidentiality clause in this material that explicitly states that students who do not want to disclose their sexual orientation or gender identify to family or school administrators are able to do so.

7.4.3   *Providing Information About or Assistance with Counseling and Referral*

Respondents and researchers are at risk for experiencing emotional stress when discussing topics such as SRGBV, especially sexual violence. Even completing a survey on the topic can trigger distress if the questions remind respondents of a traumatic and related incident that was experienced personally or experienced by a family member or peer that they knew about or witnessed. Survey administrators can also experience emotional trauma as a result of their participation in the study. Thus, as an integral part of the research protocol, it is important to develop a plan to ensure that these situations are met responsibly with care and support. It is advisable that during the situational analysis, Field Survey Team members work with local government and community authorities to identify the local child protection support agencies and the available medical, psychosocial, and legal service providers that can be contacted to provide follow-on care and support as needed to respondents. These contacts will differ across settings; thus, it is important to identify the contacts and develop cooperating relationships for the time of the study early when developing the protection protocol, specifically during the situational analysis. Furthermore, although there may be local government structures, local organizations, and a variety of relevant service providers in the community, it cannot be assumed that the representatives from these institutions are knowledgeable about SRGBV. Therefore, it is recommended that representatives from all cooperating government institutions, NGOs, and service providers participate in some aspects of the training, as discussed in Section 7.2.1 of this document.

Professional support should be available on site for immediate response, and sources of referral for follow-on medical, psychosocial, or legal support services should be identified in advance and known to the members of the Field Survey Team. This support involves providing male and

female professional counselors to be available at each study location (i.e., on every field team) throughout data collection.

When orienting respondents and the parents or caregivers of minors to the study during group and individual meetings, they need to be informed of the availability of the psychosocial counselor during data collection. Parents or the caregivers of minors should also be informed of the support services that have been identified to assist when follow-up care and support are needed. Each respondent, especially children, should be informed that he or she may talk to a counselor of the same sex about anything the respondent would like to discuss during the study and that the Field Survey Team members will assist the respondent with organizing a meeting.

7.4.4   Explaining Procedures to Respondents, Including Opting Out

It is important to balance the need to establish a comfortable trusting environment and to maintain standard administration procedures when conducting a survey interview. It is best to begin establishing a rapport with respondents during the consenting process by providing a general description of the survey procedures and discussing the voluntary nature of their involvement. Establishing a rapport helps to dissipate some of the fears that respondents might have early on, given the topic of discussion.

When administering the survey, after introductions have been made, the choices of declining to respond to specific questions or opting out is communicated again before beginning the survey and periodically, during natural breaks in the survey. In addition, the survey administrator informs the respondent—especially children—that he or she may talk to a same-sex counselor about anything the respondent would like to discuss during the study and that the Field Survey Team will help to make arrangements for the respondents. A specific script is given for each survey module. These instructions briefly describe the purpose of the survey and summarize what the respondent will be doing during the survey. One or two practice items are provided, and the survey administrator ensures that the respondent understands what to do and informs the respondent again about the choices of declining to respond to specific questions or opting out of the study.

7.4.5   Compensation for Participation or Other Incentives

If a decision is made to compensate respondents for opportunities costs such as, for example, the time needed to complete the surveys that took them away from their jobs or chores at home, then it should be clear that this payment is not provided as an incentive to participate in a study and should not be perceived as such (Powell, 2012). This situation can easily be misconstrued as a form of persuasion or, in effect, a bribe. In the case of investigations of SRGBV, everything should be exhausted to reduce or eliminate these opportunity costs, which are usually associated with lost time in the classroom. It is a normal practice and advisable to provide some measure of appreciation, for example, by giving children pencils, writing pads, or printed stories. Teachers and school personnel, as well as parents and caregivers could be given relevant information such as information about child rights, child protection, and/or SRGBV. Tea, coffee, or a cold drink

and/or a small snack are also usually appreciated. It is always important to compensate respondents for any direct costs such as transportation to an interview site.

7.5   Administering the Survey Modules

7.5.1   Administering the Survey

The surveys, as currently designed, are administered during an individual face-to-face interview with the survey administrator sitting across from the respondent in a comfortable and private setting. With the exception of a few open-ended questions, respondents are asked to listen to a series of statements read to them and to respond by selecting their answer from two or more multiple-choice options. The respondent can either respond verbally or by pointing to the printed option (e.g., the printed responses or a set of pictures) on a stimulus sheet or computer screen. A limited number of open-ended questions are included in the *Surveys of Experiences of SRGBV*, the questioning guidelines used with the SRGBV scenarios, and all modules of the *Surveys of Attitudes and Beliefs* in the toolkit. For the open-ended questions, the survey administrator records the responses manually in writing and/or types them into an electronic device. It will be possible to code responses to some of the open-ended questions, based on the pilot data. In these situations, the survey modules can be adapted to include the code options, and survey administrators will be able to code response during survey administration.

It is becoming more often the case that survey data are collected via computer-assisted modalities such as tablets and other mobile devices. Audio and computer–assisted self-interviewing (ACASI) techniques are also increasingly being used during survey research. However, the instruments described herein and presented in the annexes of this document are not specifically geared toward any particular modality; rather, they can be administered via paper or can be adapted for use with computers and other mobile devices. Both types of administration offer advantages and disadvantages, as discussed in **Table 7-2**.

Table 7-2.   Advantages and Disadvantages of Paper and Computer-Based Administration of Surveys

Benefits and Limitations	Paper Administration	Computer-Based Administration
Advantages	- Low initial cost (paper) - Easy to train assessors - Easy and less costly to replace lost instrument (paper)	- Low running cost - Less potential for missing data from human error - Can monitor data collection in real time - Can automate survey skip logic based on question responses
Disadvantages	- High running cost (of paper and data entry) - Can increase the potential for missing or erroneous data (human error) - Can increase potential for survey contamination (instruments leaked to respondents) - Relies on administrator skill and mastery of instrument - Takes longer to process data (not automatic)	- High initial cost (of devices) - Is potentially difficult to train in contexts where technology use is uncommon - Relies upon prevalence of electricity and mobile networks - Can result in human error because of handling devices

For the previously mentioned reasons, particularly those regarding automating tasks that are time consuming and prone to errors (e.g., data entry), it is recommended to use computer-based data collection, when possible. However, this decision is context dependent; therefore, paper-based administration may be preferable (or more feasible) in some cases.

ACASI involves the use of a computer or mobile device. When using ACASI, an audio recording of survey items is presented to a respondent, who then indicates his or her response to each question on a computer or mobile phone display. The responses are collected electronically. Response methods vary, including pressing buttons on a touchscreen, using a mouse to click on the correct answer, or by typing answers.[12]

7.5.2 Administering Specific Survey Modules

Training on specific survey modules of the toolkit begins with an overview of the data to be collected for each module and how these data will be used to study the issue of SRGBV and to design prevention and response programs. After this overview, team members watch a demonstration, participate in on-site practice with their peers, and take part in a supervised field practice in order to learn and practice standard survey administration. During this practice period, survey administrators become familiar with the standard script used to administer the instructions, practice items, and the survey modules.

During the training, survey administrators are taught that they should use a variety of natural breaking points during survey administration to remind respondents that their involvement in the study is voluntary, that they can refuse to answer any questions that make them feel uncomfortable, or they can opt out of the study at any time.

If electronic tablets are used to collect data, then survey administrators must receive training on how to properly use the devices. It is important to note that even with training, sometimes electronic devices fail; therefore, the survey administrators must know how to record data manually in case a problem arises. The advantages and disadvantages of using electronic devices for data collection are discussed in Section 7.5.3 of this document.

The following subsection of this document highlights the key training elements of each of the four survey modules.

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[12] The use of ACASI has been shown to reduce the effects of social desirability or fear of honest and full disclosure by allowing respondents to answer questions with a feeling of anonymity and confidentiality (Anastario et al., 2013). ACASI has been especially useful when researching sensitive topics such as sexual violence and HIV/AIDS and drug use. If the topic is sensitive in nature, ACASI has also been found to be a better method than other interview methods, including face-to-face interviews, among minority youth populations in the United States (Mullany et al., 2013). Studies of ACASI use in developing nations with youth are less common; however, similar results have been found in a study involving youth in rural Zimbabwe (Langhaug et al., 2009). ACASI methods were also found to have validity for asking about sexual behaviors in young women in Malawi (Mensch et al., 2008), although research has shown that obtaining accurate reports of sexual behavior from young people can be challenging, regardless of the method used.

Survey of Experiences of SRGBV: Students

During the training component on the conceptualization of SRGBV, Field Survey Teams should be able to discuss the various forms of SRGBV and the specific acts of violence that constitute each form. As part of the training module for the *Survey of Experiences of SRGBV: Students*, survey administrators will review what they learned about the specific acts of violence that constitute each form of SRGBV.

Survey administrators must learn how to build a rapport with respondents by introducing each section of the survey (e.g., on bullying, corporal punishment and sexual violence) by reading and facilitating a discussion about the related SRGBV scenario. The survey administrator must know how to gauge the respondent's comfort level during the icebreaker activity, and take this time to check in with the respondent's readiness to begin the section.

Finally, survey administrators should have completed direct training and practice on how to properly administer and record responses to open-ended questions. Survey administrators should be concise and accurate when recording the key response to the question on the form and should take additional notes, as needed, on a separate note page that has been labeled to reflect the specific survey item.

Surveys of Attitudes and Beliefs

In this training module, survey administrators are provided additional information about the way in which the *Surveys of Attitudes and Beliefs* are organized and the particular dimensions of gender attitudes and beliefs that are covered (e.g., gender norms at home, gender norms at school, power relations, and intimate partner violence). Through the orientation from trainers and facilitated group discussions among trainees, the Field Survey Team members develop a good understanding of each dimension and how these relate to SRGBV. In addition, trainees are provided special training in how to record concisely and accurately the responses to the open-ended questions.

Surveys of the Perceptions of School Climate

In this training module, survey administrators are provided additional information about the conceptualization of school climate and the reasons why school climate is relevant in studies of SRGBV. The different dimensions of school climate that are addressed in the survey module are described, and respondents are given opportunities to discuss in small groups the various dimensions of school climate, the specific items of the survey module and any challenges they may anticipate in administering the *Surveys of the Perceptions of School Climate*.

In summary, it is recommended that the training program minimize the amount of lecture-type presentations and maximize the opportunities that survey administrators have to discuss the conceptualization of SRGBV and underlying constructs of gender equality and school climate that are surveyed and to practice administering the survey modules.

Surveys of the Demographics and Household Wealth

The focus of training on this training module is standardization of administration. In addition to training survey administers how to administer the interview and accurately record responses training will reinforce the reason behind asking questions about the various potential vulnerabilities of students, including questions about disability, characteristics of the living situation and aspects of household income. This is also a survey module that could be sensitive to a student, especially if the student does present with a disability or if one or more of his or her parents are deceased. Thus, the survey administrators need to be taught the importance of being aware of specific student sensitivities and to listen genuinely and empathetically to the respondent.

7.5.3   Data Management

Data management for paper versus electronic data collection differs in some ways. Regardless of how data are collected, the information must be kept in a secure location. In addition, those who are responsible for maintaining the data must follow best practices to ensure that the information remains confidential (as described in Section 7.5.4 of this document).

Using Electronic Methods for Data Collection

If data are collected electronically, then researchers should arrange the means for the Field Survey Team to send the data to a central server on a regular (e.g., daily) basis to avoid potential data loss (i.e., if a mobile device is lost or broken). If this is not possible, then back-up procedures must be in place. Procedures for ensuring that data are properly uploaded or backed up will be the same during both pilot testing and full data collection. The pilot study provides an opportunity to ensure that these procedures function correctly (RTI International, 2016).

Generally, when conducting electronic data collection, members of the Field Survey Team can send their data to the central server by using wireless Internet, either by connecting to a wireless network in a public place or an Internet café, or by using mobile communication standards (e.g., 3G). When planning data collection activities, the lead researchers should consider many factors, such as the available carrier network, the compatibility between wireless routers and modems, and the technical capacity of evaluators, and seek the most practical and reliable solutions. During the pilot data collection effort, members of the Field Survey Team should practice using the selected method to upload and back up the data. A data analyst should verify that the data are being uploaded to the server, and then should review the database for any technical errors (i.e., overlapping variable names) before the full data collection effort proceeds.

During data collection, regular data uploading and review can help identify any errors before this effort ends, which will save projects time and money from having to send data collectors back into the field afterward. Daily data uploads offer an opportunity for data analysts to check the collected data for some potential issues and to verify inconsistencies. The data analysts must also have an open line of communication with the researchers and members of the Field Survey Team to share this information (RTI International, under review).

If an electronic data collection method is used, it is recommended that the Field Survey Teams have back-up paper forms available in case the electronic devices malfunction, do not have sufficient battery power, or are lost or stolen (RTI International, under review). The guidance for data management for paper data collection is discussed in the following subsection.

Using Paper Forms for Data Collection

If paper forms are used for collecting data, then it is recommended that another person administers the form, other than the individual who conducted the survey check of the form to ensure that it is legible and complete (i.e., no ambiguous tick marks or other write-in information). A designated individual should be responsible for keeping the completed forms organized and safe from loss or damage and ensuring access only by authorized individuals (RTI International, under review).

Before the data collection effort begins by using the paper form, the plan for data entry should be in place. Data entry could be completed by hiring data entry clerks or by Field Survey Team members. Data should be entered on secure computers, and any identifiable information should be removed from the data entered to help ensure that it is not shared widely.

Data Cleaning

Cleaning the collected data is an important step before data analysis can begin. It is recommended that a skilled data analyst or statistician lead the data cleaning and monitoring efforts. The individual in this role must have experience in data processing and working with complex hierarchical data structures (RTI International, under review).

If electronic data collection is being used, then data quality monitoring should be performed as data are being collected (as previously described). During this time, the statistician who is responsible for monitoring can communicate with members of the Field Survey Team to address any issues that arise in the data during the data collection period. Being able to quickly identify and correct any possible inconsistencies will aid during data cleaning, but this will also ensure that data collection does not have to be delayed or repeated because of minor errors (RTI International, under review).

Sample items that can be reviewed during data cleaning include the following:
- Review incomplete surveys. Criteria regarding how to handle incomplete surveys should be determined before the data collection effort so that there is a protocol in place in case such instances occur.
- Ensure that consent or assent, if appropriate, was obtained for all surveys.
- If data were collected electronically, ensure that any "tests" or "pilot" surveys that were not a part of the official data collection are removed from the data set for analysis.

When the data cleaning has been completed, the data analysis effort can begin (RTI International, 2016).

7.5.4 Confidentiality of Records

Throughout the research program—from developing the research questions through data collection and analysis and reporting—the confidentiality of the respondents must be maintained. Generally, no names, dates of birth, or other identifying information should be collected; instead, a code can be used for each school and for each respondent. The information that links the assigned codes with the actual information (e.g., the school name) should be kept separately from the remainder of the data collected so that if the data's security is compromised, then it would still be difficult to link the data with a specific school or individual. If electronic data collection methods are used, even global positioning systems data points should be used to verify assessment locations, to avoid any repercussions as a result of the data collected.

At an individual level, as is reflected in the sample consent language, some identifying information may need to be collected if local laws require reporting of specific events. If such information is collected, it should be kept securely (e.g., under lock and key if the data are reported on hard copy or in a secure, password- and encryption-protected device if they are maintained electronically). When any identifying information is no longer needed, then it should be destroyed. In addition, the number of individuals with access to the information must be limited to those with a clear and distinct need to know (e.g., counselors). For example, even though a data analyst is separated from the data collection effort, an analyst evaluating general trends across the data does not need to have access to a specific name of a respondent. Also, respondents' names and other identifying information should never be associated with their interview responses; all respondents' answers will be combined with those of other participants.

All data collected must be kept in a secure location. Data collected on paper forms must be kept in envelopes in a secure place, such as in a lock box. Data collected on tablets or on computers must be encrypted, and the devices must be password protected. The devices must also be kept securely and not left on desks, in a car, or elsewhere. Regardless of how the data are collected, the Field Survey Teams must maintain the security of the data while they are in the field, keeping a close eye on the devices or paper forms to ensure that the information is—and remains— secure. As the data are transferred for analysis, the database with the collected information must also be kept securely (encryption and password protection are recommended).

During training of the Field Survey Team, confidentiality must be thoroughly discussed, with a specific plan detailed to ensure that the information remains confidential and is limited to only those who need to access it. Field Survey Team members must be keenly aware of the sensitivity issue and of the need to treat any information from respondents as confidential, regardless of whether it was provided through a direct response, through casual observations, or during a specific interview. There is a large burden of duty to maintain confidentiality and integrity of the data at the field level; therefore, all Field Survey Team members, including counselors and others involved during the data collection effort, are responsible for this.

It is essential that when results are analyzed and disseminated, what is shared must be aggregated to ensure that the findings cannot be linked back to a specific respondent, to ensure that his or her privacy is protected.

8 Data Analysis, Interpretation, and Reporting

8.1 Calculating SRGBV Indicators

As discussed in Subsection 7.2.1 of this document, the purpose of the study and the specific research questions provide the underlying framework from which all aspects of the research design are developed, and this impacts the data analysis. Subsection 8.1.1 provides general guidance about how specific key variables related to experiences of SRGBV, gender attitudes and beliefs, and perceptions of school climate could be derived. As previously mentioned, every researcher who uses this SRGBV toolkit should undertake both a pre-pilot process to adapt the instruments to the local context, as well as a formal pilot study. Undertaking both of these will generate the data needed for item analysis and reliability testing, will allow the researcher to examine the underlying factor structure for the attitude and belief and the school climate scales, and will, in turn, finalize the sub-scales of these instruments.

8.1.1 Derivation of Specific Variables and Indicators

Data Analysis

The SRGBV surveys in this framework support the derivation of a number of key measures, including prevalence data regarding different forms of SRGBV victimization and perpetration, a measure of the extent to which different acts of violence have been perpetrated against students, the extent to which students have themselves perpetrated different acts of violence against their peers, an index for positive gender attitudes, and an index of school climate, based on the perceptions from students, school personnel, and parents or caregivers. These topics are discussed in the following subsections.

Descriptive Data Analyses

It is important to generate and present frequency tables, cross-tabulations, and related graphics to share the raw frequency of occurrence of each of the acts of violence according to sex of the respondent. The following three types of frequency tables should be produced and organized according to each form of SRGBV:

- Past school term frequency of specific acts of SRGBV victimization (e.g., specific items), disaggregated by sex
- Past week frequency of specific acts of SRGBV victimization (e.g., specific items), disaggregated by sex
- Past school term frequency of specific acts of SRGBV perpetration (e.g., specific items), disaggregated by sex.

Prevalence of SRGBV

The calculations of SRGBV prevalence rates are based on data from the *Survey of Experiences of SRGBV: Students*. This prevalence calculation is based on the number of students who reported

experiencing SRGBV in general or any form of SRGBV—as a target of violence perpetrated against them—in a specified time frame. The time frames given in this survey is "past school term," and "past week." These time frames are subject to change and can easily be revised, given the particular needs of the researcher who is using the surveys.

Prevalence of a form of SRGBV is calculated by first counting the number of students who obtained a single positive score among a pre-determined subset of items on the *Survey of Experience of SRGBV: Students*.[13] The prevalence rate is calculated by dividing the number of students who reported experiencing any one of the SRGBV behaviors in the set by the total number of respondents. The set of SRGBV behaviors to be included in the prevalence calculation might involve all of the behaviors within the different forms of SRGBV (bullying, corporal punishment, sexual violence), which would give an overall prevalence for each of the forms of SRGBV. However, because of the diverse acts of violence, even within a particular form of violence, some caution should be exercised in interpreting such overall prevalence rates. The researcher may find it more meaningful to calculate prevalence for smaller subsets of acts within the different forms of violence. For example, a prevalence rate could be calculated for physical acts of bullying and a separate prevalence rate could be calculated for psychological acts of bullying. The same derivation could be applied for physical versus psychological acts of sexual violence. Indicator 1 represents the past school term prevalence rate, and Indicator 2 indicates the past week prevalence rate. The subsets of items for calculating each and the specific calculations are presented in Tables 7-3 and 7-4.

Table 7-3.   Past School Term Prevalence of Any Form of SRGBV

Any Form of SRGBV	Bullying and Other Forms of Non-Sexual Intimidation	Corporal Punishment	Sexual Violence	Decision Rule	Student Score
Survey Items 1–10, 40–45, 57–78	Survey Items 1–10	Survey Items 40–50	Survey Items 57–78	If any one of the items in the identified item groupings is greater than zero, excluding "No Response" of "99," which will be recoded to "Missing data" during data cleaning	1
Survey Items 1–10, 40–45, 57–78	Survey Items 1–10	Survey Items 40–50	Survey Items 57–78	If all of the items in the identified item groupings is equal to zero	0

Note: To calculate past school term prevalence rates, the number of respondents who obtained a single positive score among the targeted groups of items (i.e., any form of SRGBV, bullying and other forms of non-sexual intimidation, corporal punishment, and sexual violence) is divided by the total number of students who participated in the *Survey of SRGBV Experiences: Students*.

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[13] That is, the number of students who gave a response of "Once," "A few times," or "Many times" on any one of the items in the subset of items from which the researcher is deriving the prevalence rate.

Table 7-4.   Past Week Prevalence of Any Form of SRGBV

Any Form of SRGBV	Bullying and Other Forms of Non-Sexual Intimidation	Corporal Punishment	Sexual Harassment Abuse	Decision Rule	Student Score
Survey Items 18, 50, 86	Survey Item 18	Survey Item 50	Survey Item 86	If any one of the items in the identified item groupings is 1 (Yes), excluding "No Response" of "99," which will be recoded to "Missing data" during data cleaning	1
Survey Items 18, 50, 86	Survey Item 18	Survey Item 50	Survey Item 86	If all of the items in the identified item groupings is equal to zero, excluding "No Response" of "99"	0
Note: To calculate past week prevalence rates, the number of respondents who obtained a single positive score among the targeted groups of items (i.e., any form of SRGBV, bullying and other forms of non-sexual intimidation, corporal punishment, and sexual harassment and abuse) is divided by the total number of students who participated in the *Survey of SRGBV Experiences: Students*.					

Index for the Extent of Violence

A second indicator that measures the extent of a student's experience of SRGBV, either as a victim of violence perpetrated against him or her or as a perpetrator, can also be derived from data collected from the *Survey of the Experience of SRGBV: Students*. First, student response choices, which represent how often students have experienced each of the acts of violence mentioned, are assigned a score from "0" to "3" (i.e., 0 = Never, 1 = Once, 2 = A few times, and 3 = Many times). Second, these item scores are added up for a pre-determined subset of items such as items selected from within the three forms of SRGBV, bullying, corporal punishment, and sexual violence. As discussed in the preceding section of this document, because of the diverse acts of violence, even within a particular form of violence, caution should be exercised when interpreting measures of the extent of bullying (or corporal punishment or sexual violence) based on an index derived from all of the acts within any overall category of SRGBV (e.g., bullying, corporal punishment, sexual violence). Although maintaining separate bullying, corporal punishment, and sexual violence items, it may be more meaningful to derive measures of the extent of violence based on more coherent groupings such as, for example, physical acts versus psychological acts of sexual violence.

Index for Positive Gender Attitudes

Index score calculations can be used as proxy measure of respondents' gender egalitarian attitudes and beliefs based on the surveys of attitudes and beliefs for students, school personnel, and parents and caregivers.

An Index of Positive Gender Attitudes is calculated for each respondent. To calculate the index score, the researcher first assigns a score of "1" to positive responses. When a respondent "agrees" with a positive survey item, such as "Girls should be allowed to play sports at school," then that item is assigned a score of "1" because the response was positive. When a respondent "disagrees" with a negative survey item, such as "Boys are generally more intelligent than girls," then that item is also assigned a value of "1" because to "disagree" with a negative survey item is considered to be a positive response to that survey item. In Table 8-1, the positive and negative items are listed for each of the items in the Survey of Gender Attitudes. In the left column of Table 7-5, the positive response is given as "Agree" for the positive items and "Disagree" for the negative items. A negative response (i.e., when a respondent disagrees with a positive survey item or when a respondent agrees with a negative survey item) is scored "0." The response "Not sure" is assigned a missing value code such as "88," and "No response" is assigned a missing value code as "99."

The next step for calculating the Index of Positive Gender Attitudes is to sum the positive responses (i.e., scores = 1) across all of the items in the Survey of Gender Attitudes. As previously mentioned, responses of "Not sure" and "No response" are coded as "Missing data," coded as "88" and "99," respectively. Thus, for each respondent, the total count of positive responses in the Survey of Gender Attitudes is taken as the respondent's Gender Egalitarian Index.

In Section 6.2.4, it was explained that the Survey of Gender Attitudes was organized to ensure coverage of gender attitudes at home, gender attitudes at school, power relations, and for older students and adults, intimate partner relations. However, it is premature to treat these content themes as sub-scales without further piloting where the inter-correlations of survey items can be evaluated and sub-scale reliability is determined to be acceptable. Therefore, the recommendation for this framework is to derive a single overall Index of Positive Gender Attitudes.

Table 8-1.   Positive and Negative Survey Items for the Surveys of Gender Attitudes and Beliefs

Indices of Gender Attitudes and Beliefs[a]	
Positive Response	**Overall Index of Gender Attitude**
Agree If "Agree," score = 1 If "Disagree," score = 0 If "Not sure," score = 88 If "No response," score = 99	Students of all ages, school personnel and parents or caregivers 2, 4, 6, 7, 10, 11, 13, 15–17, 19, 20
	Additional items on Intimate Partner Violence for students aged 12 to 18 years, school personnel and parents or caregivers 27, 28 31, 34, 35
Disagree If "Disagree," score = 1	Students of all ages, school personnel and parents or caregivers 1, 3, 5, 8, 9, 12, 14, 18, 21–26

If "Agree," score = 0	Additional items on Intimate Partner Violence for students aged 12 to 18 years, school personnel and parents or caregivers
If "Not sure," score = 88	
If "No response," score = 99	29, 30, 32, 33

[a]The scale and sub-scale indices that comprise Survey Items 1–26 and are numbered the same for each of the attitude survey modules. Survey Items 1–26 do not include items that address attitudes, beliefs, and opinions about intimate partner violence; roles of teachers and parents in preventing SRGBV; or open-ended questions.

Index for Positive School Climate

Similarly, to the derivation of the Index of Positive Gender Attitudes, an index can be calculated to measure how positive the school climate is, based on the perceptions of students, school personnel and/or parents or caregivers. The calculation of this index is performed in the same way as the calculation of the Index of Positive Gender Attitude. First, a score of "1" is assigned to positive responses. When a respondent "agrees" with a positive survey item, such as "In this school, boys and girls are nice to each other," then that item is assigned a score of "1" because the response was positive. When a respondent "disagrees" with a negative survey item, such as "In this school, teachers are unkind to children with disabilities," then that item is also assigned a value of "1" because to "disagree" with a negative survey item is considered to be a positive response to that survey item. In Table 8-2 to 8-4, the positive and negative items are listed for the items that make up the surveys of perceptions of school climate (i.e., for students, school personnel and parents or caregivers). In the left column of table 8-2 to 8-4, the positive response is given as "Agree" for the positive items and "Disagree" for the negative items. A negative response (i.e., when a respondent disagrees with a positive survey item or when a respondent agrees with a negative survey item) is scored "0." The response "Not sure" is assigned a missing value code such as "88," and "No response" is assigned a missing value code as "99."

In Section 7.5.2, it was explained that the surveys of the perceptions of school climate were developed based on the following sub-components: belonging, diversity, and inclusion; child protection and structure, discipline and fairness, safety, student–student relationships, and teacher–student relations. Similar to the guidance given for deriving the Index of Positive Gender Attitudes, it is premature to treat these sub-components of school climate as sub-scales without further piloting of the instruments. It is only through psychometric evaluation of the inter-correlations of the items that compose this survey can we determine what the actual sub-scales should be. Therefore, the recommendation for this framework is to derive a single overall Index of Positive School Climate, one for each sub-population: students, school personnel, and parents or caregivers.

Table 8-2.   Positive School Climate Index: Students

Positive Response	Item Numbers
Agree If "Agree," score = 1 If "Disagree," score = 0 If "Not sure," score = 88 If "No response," score = 99	1–8, 10, 11, 15, 17, 19, 22, 23, 24, 25–27, 29, 35, 36, 38, 39, 41, 42, 48–50, 52, 54, 56–59
Disagree If "Disagree," score = 1 If "Agree," score = 0 If "Not sure," score = 88 If "No response," score = 99	9, 12–14, 16, 18, 20, 21, 28, 30–34, 37, 40, 43–47, 51, 53, 55

Table 8-3.   Positive School Climate Index: School Personnel

Positive Response	Item Numbers
Agree If "Agree," score = 1 If "Disagree," score = 0 If "Not sure," score = 88 If "No response," score = 99	1–8, 10, 14, 16, 18, 20, 22, 24–26, 28, 34, 35, 37, 38, 40, 41, 47, 48–51, 53, 54, 56–64
Disagree If "Disagree," score = 1 If "Agree," score = 0 If "Not sure", score = 88 If "No response," score = 99	9, 11, 12, 13, 15, 17, 19, 21, 23, 27, 29–33, 36, 39, 42–46, 52, 55

Table 8-4.   Positive School Climate Index: Parents and Other Caregivers

Positive Response	Overall Index of School Climate
Agree If "Agree," score = 1 If "Disagree," score = 0 If "Not sure," score = 88 If "No response," score = 99	1–6, 8, 10, 12, 13, 16–18, 20, 27–29, 35, 37, 39, 41–47
Disagree If "Disagree," score = 1 If "Agree," score = 0 If "Not Sure," score = 88 If "No response," score = 99	7, 9, 11, 14, 15, 19, 21–26, 30–34, 36, 38, 40

8.2   Interpreting and Reporting Results

8.2.1   Interpreting Results

There are many uses for the data from the SRGBV measurement toolkit at the school, project, sub-national, national, and global levels. The intended uses of these data drive decisions about all aspects of the study design as previously discussed and also informs the context for interpretation and the audience for reporting. Findings from descriptive studies that evaluate the prevalence of SRGBV and correlational studies that investigate patterns of influence related to SRGBV prevalence in the region provide key information to policy makers in the education, health, and justice sectors. These policy makers are involved in addressing the many complex dimensions of child protection and response. Data from basic and applied research are important for understanding the nature, extent, and correlates of various forms of SRGBV in a given population. Interpreting these data can help to establish legislation and policies to protect children and guide the establishment or improvement of systems for reporting and responding. Combined, these efforts, can go far in preventing and mitigating the impacts of SRGBV.

Data from the situational analysis, baseline assessment, and routine monitoring of SRGBV programs all play a role in informing project strategy initially and flagging needs for shifts in strategy midcourse. Project managers and beneficiaries, including students, have a stake in the findings, and their combined contributions in interpreting these results help to ensure that the project strategy is contextually relevant and that the shared goals of implementers and beneficiaries are achieved. Longitudinal tracking of data from the *Surveys of Attitudes and Beliefs* and the *Surveys of Perceptions of School Climate* provides important information about

the specific aspects of these overarching mediating factors (i.e., attitudes and beliefs, school climate) that lend themselves well to the intervention or that seem to resist positive change.

Findings from rigorous impact evaluations have a reach that extends beyond the immediate context of the project. In addition, the findings can serve the interests of a global audience by providing the needed evidence of good practice that can, ultimately, lead to the elimination of SRGBV globally. Programs specifically targeting SRGBV as currently conceptualized are relatively new; thus, the importance of rigorous study of impacts cannot be overstated. By having basic data available, the global development community can then effectively advocate for schools and communities to mobilize in the fight against SRGBV and champion its prevention. National and local policy makers can also use these data to inform the establishment of workable mechanisms for reporting incidents and increasing access to the care and support to survivors that are needed to mitigate the impacts of SRGBV.

When SRGBV is conceptualized as a social construct, research findings about the topic must consider important individual and contextual factors that intersect with and mediate the behavior. There are many individual factors (risk factors) that subject some students to more violence than others. Some of these factors include poverty, gender, maturity, race, disability, being orphaned or living with a step parent or other relative, exposure to violence in the home, being a member of a minority ethnic group, age, and the age differential between the perpetrator and victim (Fancy and Fraser, 2014; Parkes, 2015). In addition, the context of the region or community in which the school is located is also a factor regarding the nature and prevalence of violence in schools. When conflict and strife are in a community, there tends to be a higher prevalence of violence in schools. When a society, including parents and community leaders, condone harsh punishment of children—and even expect it—teachers are less likely to uphold bans on corporal punishment. If a society attributes a low status to children, then there is more tolerance of violence perpetrated against them. Interpretation of the findings, regardless of the purpose of the research, must factor in important contextual and individual data. Regarding quantitative analyses, key individual and contextual variables can also be statistically controlled by entering these variables into analyses as covariates.

8.2.2 Reporting Results

Targeted audiences for the different types of research have been previously discussed. Targeted audiences may include community-, school-, sub-national-, national-, and global-level policy makers, implementers, and beneficiaries of prevention programs and global partners in the fight to eliminate all forms of SRGBV. In addition, researchers, implementers, and evaluators are obliged to report their findings to the stakeholders, child and adult respondents, and, in the case of minors, the parents or other caregivers who gave consent. It is important to always keep in mind that the findings reported should be based on consolidated results from across school communities in the study and are not findings from a specific school or community. Although the respondents, schools, and communities will not be named in the database, and they will not be identified in written reports or during dissemination workshops, it is important to remember that mentioning specific incidents of violence, even unknowingly, might serve to identify

relevant persons or schools. Thus, specific incidents should never be mentioned when developing written reports or when disseminating findings.

The sharing of findings from SRGBV research and evaluation must include opportunities for audiences to discuss the findings and to share with researchers and Field Survey Teams their collective interpretation of the data; the implications for students, schools, and communities; and their collective responses to the problem. Thus, a workshop could be held to report findings and facilitate strategic dialogue about the results, which will further inform interpretation and mobilize actions for addressing emerging issues. An analysis of the SRGBV data cannot be completed without collecting feedback from the respondents. The importance of sharing the findings with stakeholders and the student and adult respondents and of engaging respondents in conversations about the results cannot be overstated, yet special precautions must be taken, especially for children. For instance, students should be grouped appropriately by age. In addition, key findings should be shared in ways that are meaningful to children; for example, by including child-friendly approaches (e.g., visual arts). As previously mentioned, only general findings based on compiled data from across school communities should be shared, and specific incidents should not be reported.

9   Annexes

Annex 1—Table of Item References

- 1.1—Surveys of Perceptions of School Climate
- 1.2—Surveys of Attitudes and Beliefs
- 1.3—Survey of Experiences of SRGBV: Students
- 1.4—Survey of Experiences of SRGBV: Teachers and Other School Personnel
- 1.5—Survey of Teacher Disciplinary Practices

1.1—Surveys of Perceptions of School Climate

1: Student	2: School Personnel	3: Caregiver	Code Category	Item	Reference
1	1	—	BDI1	Most students try their best to attend every school day.	Bear et al., 2014
2	2	1	SS7	Students treat each other with respect.	Bear et al., 2014
3	3	2	BDI23	Most students work hard on their school work.	Bear et al., 2014
4	4	3	TS3	Students like their teachers.	Bear et al., 2014
5	5	4	TS6	Teachers like their students.	Bear et al., 2014
6	6	—	TS1	Students often go to their teacher for help with classwork.	Bear et al., 2014
7	7	5	TS4	Teachers care about the students they teach.	Bear et al., 2014
8	8	6	TS2	Teachers listen to students when they discuss their problems.	Bear et al., 2014
9	9	7	TS5	Teachers rarely help students individually with their school work.	Bear et al., 2014
10	—	—	SS2	Students care about each other.	Bear et al., 2014
11	10	8	BDI19	Students from different religious backgrounds are friendly to each other.	Bear et al., 2014
12	11	9	SS1	Boys and girls are not very nice to each other.	Bear et al., 2014
13	12	—	BDI12	Students often treat students with disabilities unkindly.	Developed by RTI International
14	13	—	BDI20	Students might embarrass or harm a boy if he is perceived as not being masculine [Insert Local Terms].	Developed by RTI International
15	14	10	BDI22	Teachers treat all students the same.	ISPCAN, 2007
16	15	11	BDI8	Students from different races and ethnic backgrounds [Insert Local Terms (e.g., tribes)] do not get along.	Bear et al., 2014
17	16	12	BDI18	Teachers treat students of different religious backgrounds [Insert Local Terms] the same.	Bear et al., 2014

continued

1: Student	2: School Personnel	3: Caregiver	Code Category	Item	Reference
18	17		BDI21	Sometimes teachers are unkind to children with disabilities.	Developed by RTI International
19	18	13	BDI5	Teachers treat girls and boys equally.	DevTech Systems, 2006
20	19	14	BDI6	Teachers rarely call on orphans in class.	ISPCAN, 2007
21	21	15	BD19	Teachers rarely call on very poor students in class.	ISPCAN, 2007
22	20	16	BDI7	Teachers treat students of all races and ethnic backgrounds [Insert Local Terms (e.g., tribes)] the same.	Bear et al., 2014
23	22	17	CPS9	Students know what the rules are in class and school.	Bear et al., 2014
24	23	—	DF13	Students are often asked to help decide what is best for the class or school.	Bear et al., 2014
25	24	—	DF12	Most students follow the rules in class and school.	Bear et al., 2014
26	25	—	DF11	The school rules are fair.	Bear et al., 2014
27	26	18	DF10	The consequences of breaking school rules are fair.	Bear et al., 2014
28	27	19	DF1	Students are punished too much for little things.	Bear et al., 2014
29	28	20	DF2	Students are rewarded when they do well in their classwork.	Bear et al., 2014
30	29	21	DF9	Students are punished unfairly.	Bear et al., 2014
31	30	22	DF8	Students are sometimes afraid to go to school for fear of punishment.	DevTech Systems, 2006
32	31	23	DF7	Use of the cane [Insert Local Terms] or another form of physical discipline (e.g., pulling ears, kicking, slapping, standing in the sun) is common.	Developed by RTI International
33	32	24	S1	Gangs [Insert Local Terms] are a problem.	Developed by RTI International
34	33	25	S13	Violence is a problem.	Developed by RTI International
35	34	—	S8	Students are taught how to solve conflicts with others.	Bear et al., 2014

continued

1: Student	2: School Personnel	3: Caregiver	Code Category	Item	Reference
36	35	—	SS8	Students are taught they should care about how others feel.	Bear et al., 2014
37	36	26	S7	Students often worry that other students might be mean to them.	Bear et al., 2014
38	37	—	SS4	Most students have a friend they can talk to.	Developed by RTI International
39	38	27	SS6	Students get along with each other.	Bear et al., 2014
40	39	—	S15	Students sometimes threaten to hurt teachers.	DevTech Systems, 2006
41	40	28	S2	Girls feel safe at school.	Bear et al., 2014
42	41	29	S12	Boys feel safe at school.	Bear et al., 2014
43	42	30	SS5	Students often threaten and call other students names.	Bear et al., 2014
44	43	31	S5a	There are places in or near the school where it is not safe for girls to go alone.	DevTech Systems, 2006
45	44	32	S5b	There are places in or near the school where it is not safe for boys to go alone.	DevTech Systems, 2006
46	45	33	S4a	Girls do not feel safe traveling to and from school.	Developed by RTI International
47	46	34	S4b	Boys do not feel safe traveling to and from school.	Developed by RTI International
48	47	35	CPS1	Students know who to report to when they experience or witness violence.	Developed by RTI International
49	48	—	S10a	Girls usually report incidents of physical violence when they experience it or witness it.	Developed by RTI International
50	49	—	S10b	Boys usually report incidents of physical violence when they experience it or witness it.	Developed by RTI International
51	50	36	CPS10	School officials rarely do anything when students hurt other students.	Developed by RTI International
52	51	37	S11	Students know what it means to be sexually harassed or sexually assaulted [Insert Local Terms].	Bear et al., 2014

continued

1: Student	2: School Personnel	3: Caregiver	Code Category	Item	Reference
53	52	38	S9	Students are afraid to report incidents of sexual harassment or sexual violence [Insert Local Terms].	Developed by RTI International
54	54	39	CPS8	There are programs [Insert Local Term (e.g., clubs)] for students to learn about and discuss sexual harassment and sexual violence [Insert Local Terms].	Developed by RTI International
55	55	40	CPS17	There are no student groups [Insert Local Terms] where boys and girls can openly discuss the problems that they face inside or outside of school.	Developed by RTI International
56	56	41	CPS2	Teachers or school officials immediately take action when students report incidents of violence.	Developed by RTI International
57	57	42	CPS5	The School Code of Conduct is known by teachers and other school staff.	DevTech Systems, 2006
58	58	43	CPS16	Guidance counselors [Insert Term Used at the School (e.g., senior and senior man teachers] are helpful to students when the students are in trouble.	ActionAid International, 2013
59	59	44	CPS7	When needed, individual assistance and psychological counseling [Insert Local Terms] are provided to students.	Developed by RTI International
—	60	45	CPS11	Teachers listen to the concerns of parents.	Bear et al., 2014
—	61	46	CPS12	Teachers work closely with parents to help students when the students have problems.	Bear et al., 2014
—	62	47	CPS18	Teachers do a good job communicating with parents.	Bear et al., 2014

continued

Conceptual Framework for Measuring School-Related Gender-Based Violence

1: Student	2: School Personnel	3: Caregiver	Code Category	Item	Reference
—	53	—	CPS3	Teachers and other school staff know what to do when they hear about or witness sexual harassment or violence.	Developed by RTI International
—	63	—	TST1	Administrators and teachers support one another.	Bear et al., 2014
—	64	—	TST2	Teachers, staff, and administrators function as a good team.	Bear et al., 2014

1.2—Surveys of Attitudes and Beliefs

1: Student Aged 8–12 Years	2: Student Aged 13–15 Years	3: Student Aged 16–18 Years	4: School Personnel	5: Caregiver	Code Category	Item	Reference
1	1	1	1	1	GNH01	Only men should work for pay outside the home.	Achyut et al., 2011
4	5	5	4	4	GNH02	If the father and mother both work, fathers should share in cooking and cleaning.	ActionAid International, 2013
7	9	9	7	6	GNH03	In a home, the wife should help make decisions about spending money.	Foshee et al., 1998, 2000, 2001, 2004, and 2008
11	14	14	11	11	GNH04	It is acceptable for a woman to disagree with her husband.	Achyut et al., 2011
14	18	18	14	14	GNH05	There are times when a man needs to beat his wife.	DevTech Systems, 2006; Achyut et al., 2011
17	22	22	17	17	GNH06	Both men and women should be able to own land and property.	DevTech Systems, 2006
21	27	27	21	21	GNH07	The father should have more say than the mother in making family decisions.	Foshee et al., 1998, 2000, 2001, 2004, and 2008

Continued

Conceptual Framework for Measuring School-Related Gender-Based Violence

1: Student Aged 8–12 Years	2: Student Aged 13–15 Years	3: Student Aged 16–18 Years	4: School Personnel	5: Caregiver	Code Category	Item	Reference
24	31	31	24	24	GNH08	A mother should tolerate violence from the father in order to keep the family together.	Achyut et al., 2011
5	7	7	5	5	GNS01	It is acceptable for a girl to get married before she is ** years old [** = local legal age of consent].	Achyut et al., 2011
8	10	10	8	8	GNS02	Girls should not continue in school if they get married.	Achyut et al., 2011
10	13	13	10	10	GNS03	Girls and boys should be treated equally in the classrooms by their teachers.	DevTech Systems, 2006
12	16	16	12	12	GNS04	Girls are generally more intelligent than boys.	DevTech Systems, 2006; Achyut et al., 2011
15	20	20	15	15	GNS05	Girls should be able to play sports at school.	Developed by RTI International
18	23	23	18	18	GNS06	It is more important for boys than girls to perform well in school.	DevTech Systems, 2006
20	26	26	20	20	GNS07	A pregnant girl should be allowed to go to school.	DevTech Systems, 2006; ActionAid International, 2013

1: Student Aged 8–12 Years	2: Student Aged 13–15 Years	3: Student Aged 16–18 Years	4: School Personnel	5: Caregiver	Code Category	Item	Reference
25	28	28	25	25	GNS08	Boys are usually more intelligent than girls.	DevTech Systems, 2006
25	32	32	22	22	GNS09	It is not a problem for a boy to act or dress more like a girl.	Developed by RTI International
2	3	3	2	2	GNS10	It is not a problem for a girl to act or dress more like a boy.	Developed by RTI International
—	—	—	36	36	GNS11	Schooling should help train girls and boys to obey their distinct gender roles and responsibilities in society.	Developed by RTI International
—	—	—	38	38	GNS12	Teachers have a role in helping students learn about and practice gender equality.	Developed by RTI International
—	—	—	40	40	GNS13	Schooling should help girls and boys discover who they are and find their own style.	Developed by RTI International
—	2	2	27	27	IPV01	It is not acceptable for a girl to hit her boyfriend.	DevTech Systems, 2006; Achyut et al., 2011

continued

Conceptual Framework for Measuring School-Related Gender-Based Violence

1: Student Aged 8–12 Years	2: Student Aged 13–15 Years	3: Student Aged 16–18 Years	4: School Personnel	5: Caregiver	Code Category	Item	Reference
—	6	6	—	—	IPV02	I would feel ashamed if I was violent against my boyfriend or girlfriend.	Foshee et al., 1998, 2000, 2001, 2004, and 2008
—	11	11	—	—	IPV03	If I hit my boyfriend or girlfriend, my friends would think I was cool.	Foshee et al., 1998, 2000, 2001, 2004, and 2008
—	15	15	28	28	IPV04	Boys sometimes deserve to be hit by the girls they are dating.	Achyut et al., 2011
—	19	19	29	29	IPV05	It is not acceptable for a boy to hit his girlfriend.	DevTech Systems, 2006; Achyut et al., 2011
—	24	24	30	30	IPV06	Hitting a boyfriend or girlfriend is not that big of a deal.	Foshee et al., 1998, 2000, 2001, 2004; and 2008
—	29	29	31	31	IPV07	Girls sometimes deserve to be hit by the boys they are dating.	Achyut et al., 2011
—	33	33	—	—	IPV08	My friends would be shocked if I hit my boyfriend or girlfriend.	Foshee et al., 1998, 2000, 2001, 2004, and 2008
—	—	36	34	34	IPV09	If a boy and girl have already been intimate, then it is OK for him to force her to have sex even if she does not want to.	Developed by RTI International

continued

1: Student Aged 8–12 Years	2: Student Aged 13–15 Years	3: Student Aged 16–18 Years	4: School Personnel	5: Caregiver	Code Category	Item	Reference
—	—	37	33	33	IPV10	A girl who is not a virgin does not deserve to be respected.	Developed by RTI International
—	—	35	32	32	IPV11	Teenagers should not engage in touching, kissing or sexual activity unless both partners are comfortable with it.	Developed by RTI International
—	—	38	35	35	IPV12	Girls and boys have equal say in deciding whether and when to become sexually intimate.	Developed by RTI International
—	—	—	41a	—	OQ01	Do you feel it is the role of the teacher to instruct children about gender equality?	Developed by RTI International
—	—	—	42a	—	OQ02	Do you feel it is the responsibility of the teacher to take action to eliminate sexual violence in your schools?	Developed by RTI International

continued

Conceptual Framework for Measuring School-Related Gender-Based Violence

1: Student Aged 8–12 Years	2: Student Aged 13–15 Years	3: Student Aged 16–18 Years	4: School Personnel	5: Caregiver	Code Category	Item	Reference
—	—	—	—	41	OQ03	As a parent, what can you do to protect your children from verbal harassment that they may encounter at school or on the way to and from school?	Developed by RTI International
—	—	—	—	42	OQ04	As a parent, what can you do to protect your children from sexual violence that they may encounter at school or on the way to and from school?	Developed by RTI International
27	35	39	—	—	OQ05	What do you do when you see a student or some other person bothering or hurting another student at school or traveling to or from school?	Developed by RTI International
28	36	40	—	—	OQ06	What are some of the things that you and your friends do to avoid danger at school or on the way to school?	Developed by RTI International

1: Student Aged 8–12 Years	2: Student Aged 13–15 Years	3: Student Aged 16–18 Years	4: School Personnel	5: Caregiver	Code Category	Item	Reference
3	4	4	3	3	PR01	Girls like it when boys tease and make fun of them.	DevTech Systems, 2006; Achyut et al., 2011
6	8	8	6	6	PR02	Even if a boy is tempted by the way a girl is dressed, he should not assume that the girl wants attention.	ActionAid International, 2013
9	12	12	9	9	PR03	It is acceptable for older men to offer items such as a cell phone, money, or jewelry so that girls will have sex with them.	ActionAid International, 2013
13	17	17	13	13	PR04	It is not acceptable for a teacher to get a girl pregnant, even if he marries her.	DevTech Systems, 2006
16	21	21	16	16	PR05	Older boys and men are wrong to make sexual comments to girls when they are walking to school.	ActionAid International, 2013
19	25	25	19	19	PR06	Older students do not have the right to be mean to younger students just because they are older.	Developed by RTI International

Conceptual Framework for Measuring School-Related Gender-Based Violence

1: Student Aged 8–12 Years	2: Student Aged 13–15 Years	3: Student Aged 16–18 Years	4: School Personnel	5: Caregiver	Code Category	Item	Reference
23	30	30	—	—	PR07	I must do what my friends tell me to do, even if it means I have to hurt someone or steal from them.	Developed by RTI International
—	—	—	23	23	PR07	A student should try to fit in with friends, even if it means picking on another student.	Developed by RTI International
26	34	34	26	26	PR08	Boys who act like girls deserve to be called names such as sissy or gay [Insert Local Terms or Equivalent].	Developed by RTI International
—	—	—	37	37	PR09	Parents should get involved when their child seems hurt or upset by someone.	Developed by RTI International
—	—	—	39	39	PR10	A teacher should not intervene in a student's personal relationships, even if the student seems hurt or upset by someone.	Developed by RTI International

1.3—Survey of Experiences of SRGBV: Students

Code Category	Item Number	Item	Reference
Bullying victim	1	Made fun of you and teased you.	Bond, et al., 2007; Espelage and Holt, 2001; Solberg and Olweus, 2003; TIMMS, 2011
Bullying victim	2	Said mean things to you or called you names you did not like.	Espelage and Holt, 2001; TIMMS, 2011
Bullying victim	3	Made jokes about you, called you names that you did not like, or received threats via SMS, Facebook, or [Insert Context-Relevant Social Media].	AAUW, 2011
Bullying victim	4	Left you out of your group of friends, games, or activities.	Espelage and Holt, 2001; TIMMS, 2011
Bullying victim	5	Stole something from you.	Mynard and Joseph, 2000; TIMMS, 2011
Bullying victim	6	Broke or ruined something of yours on purpose.	Bear et al., 2014
Bullying victim	7	Physically hurt you on purpose by pushing you down, kicking you or hitting you with a hand, clenched fist, object or a weapon.	Espelage and Holt, 2001; TIMMS, 2011
Bullying victim	8	Threatened to hurt you or hurt your family, but did not do it.	Bear et al., 2014
Bullying victim	9	Forced you to do something you did not want to do such as joining a group in making fun of or hurting another student.	TIMMS, 2011
Bullying victim	10	Told lies about you or spread rumors or stories [Insert Local Terms] to other students or a teacher that were not true.	Espelage and Holt, 2001; TIMMS, 2011
Bullying perpetrator	26	Made fun of, teased or called someone names.	Espelage and Holt, 2001
Bullying perpetrator	27	Sent SMS, Facebook [or Insert Context-Relevant Social Media] messages that might have upset another student.	AAUW, 2011
Bullying perpetrator	28	Left someone out of your group of friends.	Espelage and Holt, 2001
Bullying perpetrator	29	Stole something from another student.	Mynard and Joseph, 2000; TIMMS, 2011
Bullying perpetrator	30	Broke or ruined the belongings of another student on purpose.	Bear et al., 2014
Bullying perpetrator	31	Hit, pushed, or kicked another student on purpose.	AAUW, 2001a
Bullying perpetrator	32	Threatened to hurt someone or their family, but did not do it.	Espelage and Holt, 2001

continued

Code Category	Item Number	Item	Reference
Bullying perpetrator	33	Joined in a group to make fun of or hurt another student.	AAUW, 2001a
Bullying perpetrator	34	Told lies or spread a rumor [Insert Local Terms] about another student.	Espelage and Holt, 2001; TIMMS, 2011
Corporal punishment	40	Shouted things in front of your classmates that humiliated you.	ISPCAN, 2007
Corporal punishment	41	Hit you with a hand or closed fist on any part of your body including your head, face, hand, chest, or leg.	ISPCAN, 2007
Corporal punishment	42	Hit you with any type of object such as a cane, stick, belt, or book.	ISPCAN, 2007
Corporal punishment	43	Pulled or twisted your ear.	ISPCAN, 2007
Corporal punishment	44	Made you stand or kneel in a way that hurts or for a long period of time.	ISPCAN, 2007
Corporal punishment	45	Made you work at the school or at the teacher's house as punishment.	DevTech Systems, 2006
Sexual violence (SV) victim	57	Made sexual comments about you, your body, or your clothes.	AAUW, 2001; DevTech Systems, 2006
SV victim	58	Made sexual gestures at you or looked at you in a sexual way.	AAUW, 2001a
SV victim	59	Made love proposals to you that upset you.	DevTech Systems, 2006
SV victim	60	Showed you or gave you sexual pictures or sexual videos on a cell phone.	AAUW, 2001; DevTech Systems, 2006; ISPCAN, 2007
SV victim	61	Sent you SMSs [Text Messages] or [Insert Relevant Social Media] messages that were sexual jokes or love proposals that you did not want.	AAUW, 2001a
SV victim	62	Called you names such as sissy, gay, homo (boys), lesbian, or dike (girls) [Insert Local Terms].	AAUW, 2001b
SV victim	63	Spread sexual rumors and lies [Insert Local Terms] about you.	AAUW, 2001b
SV victim	64	Spied on you when you were not fully dressed such as when you were changing clothes or in the toilet at your school.	DevTech Systems, 2006
SV victim	65	Intentionally brushed against you or bumped into you in a sexual way.	AAUW, 2001b
SV victim	66	Exposed their body such as their bottom, breast, or private parts [Insert Local Terms].	AAUW, 2001a; DevTech Systems, 2006
SV victim	67	Pulled at your clothing to expose your underwear or your body.	DevTech Systems, 2006

continued

Code Category	Item Number	Item	Reference
SV victim	68	Forced you to kiss them and you did not want them to.	AAUW, 2001b
SV victim	69	Touched, grabbed or pinched your bottom, breast or private parts [Insert Local Terms].	DevTech Systems, 2006; AAUW, 2001a; ISPCAN, 2007
SV victim	70	Tried to get you to touch their private parts [Insert Local Terms], but you did not do it.	AAUW, 2001a
SV victim	71	Forced you to touch their private parts [Insert Local Terms].	ISPCAN, 2007
SV victim	72	Tried to get you to do something sexual other than kissing, including sexual intercourse, but did not do it.	DevTech Systems, 2006
SV victim	73	Forced you to do something sexual other than kissing, including sexual intercourse.	DevTech Systems, 2006; AAUW, 2001a
SV victim	74	Offered to give you a ride in their taxi, motorbike or bicycle if you did something sexual, like kissing or bad touching, in exchange.	ISPCAN, 2007
SV victim	75	Offered to give you food or a drink if you did something sexual, like kissing or bad touching, in exchange.	ISPCAN, 2007
SV victim	76	Offered to give you something nice a cell phone, air time, radio, or jewelry if you did something sexual, like kissing or bad touching, in exchange.	ISPCAN, 2007
SV victim	77	Offered to give you good marks if you did something sexual, like kissing or bad touching.	ISPCAN, 2007
SV victim	78	Threatened to give you bad marks if you did not do something sexual, like kissing or bad touching.	ISPCAN, 2007
SV perpetrator	93	Made sexual comments or sexual gestures to girls or boys.	AAUW, 2001a
SV perpetrator	94	Showed or gave girls or boys sexual pictures or sexual videos on a cell phone.	AAUW, 2001b
SV perpetrator	95	Sent sexual remarks to someone's cell phone through SMSs [Text Messages].	AAUW, 2011
SV perpetrator	96	Called boys names such as "sissy," "gay," or "homo" [Insert Local Terms].	ISPCAN, 2007
SV perpetrator	97	Called girls names such as "lesbian" or "dike" [Insert Local Terms].	AAUW, 2001a
SV perpetrator	98	Spread sexual rumors and lies [Insert Local Terms] about girls or boys.	AAUW, 2001a

continued

Conceptual Framework for Measuring School-Related Gender-Based Violence

Code Category	Item Number	Item	Reference
SV perpetrator	99	Spied on other students when they were not fully dressed.	AAUW, 2001a
SV perpetrator	100	Intentionally brushed against or bumped into a boy or girl in a sexual way.	AAUW, 2001a
SV perpetrator	101	Pulled at a girl's or a boy's clothing or pulled their clothing off.	AAUW, 2001b
SV perpetrator	102	Exposed your body to another student.	AAUW, 2001b
SV perpetrator	103	Touched, grabbed or pinched a girl's or a boy's bottom, breast, or private parts [Insert Local Terms].	AAUW, 2001b
SV perpetrator	104	Forced a girl or boy to touch your body in a sexual way.	ISPCAN, 2007
SV perpetrator	105	Forced a boy or girl to kiss you when they did not want to.	AAUW, 2001a
SV perpetrator	106	Forced a boy or girl to do something sexual other than kissing.	AAUW, 2001a
SV perpetrator	107	Offered to give someone food, drink, money or something nice such as air time or jewelry in exchange for doing something sexual.	ISPCAN, 2007

1.4 Survey of Experiences of SRGBV: Teachers and Other School Personnel

Code Category	Item Number	Item	Reference
Witness sexual violence (SV)	1	Make sexual comments to a student.	DevTech Systems, 2006
Witness SV	2	Make negative comments about a students' perceived or real sexual identity, heterosexual or homosexual (gay or lesbian) [Insert Local Terms].	AAUW, 2001a
Witness SV	3	Make love proposals to a student.	DevTech Systems, 2006
Witness SV	4	Kiss a student in a sexual way.	DevTech Systems, 2006
Witness SV	5	Touch, grab, or pinch a student on their buttocks, breast, or genitals [Insert Local Terms].	DevTech Systems, 2006
Witness SV	6	Expose themselves to a student.	DevTech Systems, 2006
Witness SV	7	Involve a student in any sexual activities other than kissing and touching (including sexual intercourse) [Insert Local Terms].	DevTech Systems, 2006; AAUW, 2001a
Witness SV	8	Give a student good marks because he or she did something sexual with a teacher or other personnel.	ISPCAN, 2007
Witness SV	9	Threaten to give a student bad marks if he or she did not do something sexual with a teacher or other personnel.	ISPCAN, 2007
Witness SV	10	Offer a student money, gifts, or food in exchange for doing something sexual with the teacher or other personnel.	ISPCAN, 2007
Witness SV	11	Offer to marry a student if the student would have sexual intercourse with the teacher or other personnel.	ISPCAN, 2007

1.5 Survey of Teacher Disciplinary Practices

Code Category	Item Number	Item	Reference
Teacher discipline	1	Reward a student for good behavior such as assisting in the classroom or keeping quiet during group activities.	Developed by RTI International
Teacher discipline	2	Reward a student for improving in his or her school work.	Developed by RTI International
Teacher discipline	3	Recognize a student publicly for working hard and improving his or her work.	Developed by RTI International
Teacher discipline	4	Discuss a disciplinary problem with the student and advise on how she or he could improve.	Developed by RTI International
Teacher discipline	5	Ask the student what he or she feels would be a fair disciplinary action.	Developed by RTI International
Teacher discipline	6	Discuss a problem with the student's parents.	Developed by RTI International
Teacher discipline	7	Give extra homework so that a student can improve his or her school work.	Developed by RTI International
Teacher discipline	8	Have the student stay in the classroom during break.	DevTech Systems, 2006
Teacher discipline	9	Ask the student to stay after school in detention.	DevTech Systems, 2006
Teacher discipline	10	Ask a student to perform chores at the school as punishment.	DevTech Systems, 2006
Teacher discipline	11	Ask the student to perform chores at your house as punishment.	DevTech Systems, 2006
Teacher discipline	12	Send a student to the office of the Head Teacher so that the student would be disciplined by the Head Teacher.	Developed by RTI International
Teacher discipline	13	Recommend that a student be suspended from school.	Developed by RTI International
Teacher discipline	14	Shout at a student in class for performing poorly or misbehaving [Insert Local Terms].	DevTech Systems, 2006
Teacher discipline	15	Make a student sit in the corner of the room.	Developed by RTI International
Teacher discipline	16	Strike a student with your hand as punishment.	ISPCAN 2007
Teacher discipline	17	Strike a student with any type of object such as a cane or stick [Insert Local Terms] as punishment.	DevTech Systems, 2006
Teacher discipline	18	Pulled or twisted the ear of a student as punishment.	ISPCAN, 2007
Teacher discipline	19	Make a student stand or kneel as punishment.	ISPCAN, 2007

Annex 2—Survey Instruments for Students

- 2.1 SRGBV Scenarios
- 2.2 Survey of Perceptions of School Climate: Students (Aged 8 to 18 Years; estimated time is 10 minutes)
- 2.3 Survey of Attitudes and Beliefs: Students (Aged 8 to 12 Years, estimated time is 15 minutes)
- 2.4 Survey of Attitudes and Beliefs: Students (Aged 13 to 15 Years, estimated time is 15 minutes)
- 2.5 Survey of Attitudes and Beliefs: Students (Aged 16 to 18 Years, estimated time is 15 minutes)
- 2.6 Survey of Experiences of SRGBV: Students (estimated time is 25 to 35 minutes)
- 2.7 Survey of Student Demographics and Socio-economic Wealth (estimated time is 25 to 35 minutes)

2.1 SRGBV Scenarios

Rationale and Forms of Questioning

The SRGBV scenarios provided in this annex are used to provide a context similar to SRGBV acts that students might have experienced, witnessed, or heard about from their peers. This approach helps to distance children from their own—often disturbing—experiences, yet provides a context to discuss different types of school-related gender-based violence (SRGBV) in a more informal setting. Strategically progressing from informal discussions about the SRGBV experience portrayed in the scenario to more specific questions about the student's personal experiences allows some time for the student to feel more comfortable in a potentially uncomfortable interview situation. In the *Survey of Experiences of SRGBV: Students*, the scenarios provide an ice breaker as an entry into questioning about specific acts of SRGBV.

The questions in Stages 1 through 5 are structured so there is a desirable progression from informal discussions about the SRGBV experience portrayed in the scenario to more specific questions about the student's personal experiences. Each stage is described in the following paragraphs.

Stage 1. The integrity of responses to questions about the story and the ability for a student to link the story to his or her personal experiences requires that he or she understands what is happening in the story. During Stage 1, the researcher has the opportunity to check the student's understanding while simultaneously providing an ice breaker for the interview experience and gain the student's trust. During that time, the researcher and student discuss the story together.

- Questions: What is happening in this story? Talk about the story together. This question is an ice breaker and an opportunity to build trust between the researcher and the student. The researcher might want to share a personal experience—related to the specific act of SRGBV portrayed in the story—that he or she personally experienced or witnessed as a child. The researcher can prompt the student about specific events in the story, asking simple questions and reading the entire story again if the researcher believes that it is important to do so. During discussions, the researcher should be gentle with the student because SRGBV is often a very difficult topic for people to discuss. This is not a memory test.

Stage 2. During this stage, the researcher asks the student whether he or she has heard about similar experiences that have occurred in or near the school. If the student's response is "yes," then the researcher asks the student to talk about these similar experiences, if the student would like.

- Questions: Have you heard about someone who experienced the same thing or something similar in or near the school? If the student's answer is "yes", then the researcher should say, "Please tell me about this."

Stage 3. During this stage, the researcher asks the student whether he or she has personally witnessed any of the acts of SRGBV in the story or anything similar at the school or walking to

and from school. The researcher should ask, "Have you seen a student being treated this way at school by other students?" The researcher asks the student to share what he or she has witnessed.

- Questions: Have you observed a student being treated this way by other students at school? If the student's answer is "yes", then the researcher should say, "Please tell me about this this."

Stage 4. During this stage, the researcher asks the student questions about acts of SRGBV that the student personally experienced or incidents that a close friend or family member experienced.

- Question: Has anything like this ever happened to you or to a close friend of yours or family member? If the student's answer is "yes", then the researcher should say, "Please tell me about this this."

Stage 5. During this stage, the researcher asks the student a variety of questions, specifically in the context of whether the incidents occurred during the past week. The purpose of this question is to determine whether the student has experienced any incidents in the past week, and, if so, then to obtain tangible information about his or her recent experience(s).

- Question: Please think about this past week at school or going to and from the school. Did you experience anything like this during the past week? If the student's answer is "yes", then the researcher should follow up that question with the following:
  - How often did this happen?
  - Did it happen once, approximately two or three times, or every day?
  - Please tell me about this.
  - What did you do about it?
  - Did you tell anyone?
  - How did you feel when these things happened?

Scenarios

These scenarios are generic and should be adapted to the context to best suit terminology used locally, such as "pupil" instead of "student" or "Primary 4" instead of "Class 4" or "Grade 4." Names can also be updated to reflect those commonly found locally.

Bullying or Other Forms of Non-Sexual Violence, Physical and/or Psychological

Peer to Peer—In School (Girls Aged 8 to 12 Years)

Mary and Rachel are good friends because they live in the same village [town]. Rachel is one year younger than Mary and just started Class [Grade] 4. At first, Rachel liked her new class and told her friend Mary how happy she was to be in Class [Grade] 4. Now Rachel does not like school very much. Every day after school when the two friends walk home together, Rachel tells Mary how mean the girls in her class are. Students in in Rachel's class sometimes call her mean names such as "stupid" and "ugly." Sometimes children on the playground grab at her book pack. Today, Rachel told Mary that the other girls will not let her play with them at break. She

said to Mary, "If I try to play with them, they just ignore me." Rachel cried when she told her friend Mary this.

Peer to Peer—In School (Boys Aged 12 to 15 Years)

John plays football with his classmates after school every day. One day, his classmate, Peter, kicked the football to him, and John missed it. Peter shouted, "You play like a girl, John!" That same day, John caught the pass and tried to make a goal, but missed. The other team got the ball. Once again, Peter shouted at him, this time shouting something very mean, "You homo [Insert correct word in local context], your mom could play better than you!" The next day, when John came to join the team, everyone ignored him. Although John was on the field, no one ever passed a ball to him. His friends were doing this on purpose to leave him out of the game. After two days, John did not come back to play football after school. He felt all alone.

Peer to Peer—On the Way to School (Boys Aged 12 to 15 Years)

Emmanuel has arrived at school with a bad scrape on his knee. He tells his friends that while he was on his way to the market, he was accidently hit by a man on a bicycle, which had a cage of chickens on the back of it. The next day, Emmanuel, is limping, his nose is bleeding, and he has dirt all over him. His teacher is concerned and asks him how this happened. Emmanuel tells the truth and admits that two older boys from school bother him every day on the way to school. He reported to his teacher that on this day, while on the way to school, one of the boys punched him in the face so hard that Emmanuel fell to the ground. Emmanuel is very scared to walk to and from school. He is more scared now because he told the teacher, "If the older boys are punished, then they may decide to hurt me badly or even kill me."

Bullying—Physical Bullying (Girls and Boys Aged 16 to 18 Years)

Tammy and Ana, who are long-time friends, just started secondary school and are in the same class. Not long after school started, Ana broke her leg while she was walking home after Girls Club. She is now using crutches. The other students in the class make fun of her hobbling around on crutches. One of the older boys knocks Ana's backpack to the ground every time he sees her and kicks it away from her, laughing as she hobbles to retrieve it. When Tammy is nearby, she helps Ana retrieve her backpack. After a while, the older boy starts threatening Tammy, saying that if she keeps helping her friend, Ana, then he will hurt Tammy. The next time Tammy helps, the older boy knocked Tammy's school items all over the ground. He laughs at both girls and threatens them more. Tammy is so afraid that the older boy is going to hurt her that she stops helping Ana and even stops talking to her at school. Ana no longer wants to go to school. Ana tries to stay home as much as she can.

Bullying—Disabled Child (Girls and Boys Aged 16 to 18 Years)

Sarah is new to her secondary school. Moreover, she sticks out of the crowd of students because she suffers from a disability that makes her wheelchair bound. As Sarah pushes herself down the hallway, she hears snickering and sees her fellow classmates pointing at her. Sarah knows that her new and unfamiliar face is not what is drawing the attention; instead, it is because she cannot walk to class like the other students. Sarah begins to worry whether she will make any friends at

her new school. She knows that she will need help with opening doors and going up ramps to get into the school building. At her old school, Sarah made a friend who would assist her, but at her new school, Sarah needs a buddy. Sarah's new school does not have a lot of students with disabilities. Most of the students do not seem to understand what a disability entails. One student even made up a rumor, which is not true, about Sarah, saying that other students could catch her disability just like a person might catch a disease. When Sarah goes out to the school grounds, the other students do not talk to her, and sometimes groups of children run away from her giggling. Sarah feels very alone in her school and even a bit afraid of the other children.

Bullying—Lesbian-Gay-Bisexual-Transgender-Intersex (LGBTI) (Girls and Boys Aged 12 to 15 Years)

Grace just started junior secondary school. Grace is as tall and as fast as many of the boys in her class, and she enjoys sports. She has always been the star of her class in track and netball. The boys in her community sometimes even let her join them in soccer. When she is at home, Grace wears pants instead of dresses. She even wears pants under her school uniform in order to be ready for sports. During primary school, none of the pupils made fun of her for this. In fact, the boys and girls admired her athletic abilities, but it is different in her new school. Sometimes other students tease her and call out, "Hey are you a boy or a girl?" Grace had lots of friends in primary school, both boys and girls, but now the girls seem to be ignoring her, and the boys are more interested in other girls who do not play sports. Grace also thinks many of the older girls are attractive. One day, an older boy notices Grace staring at his girlfriend. The boy shoves Grace, yelling, "Why are you staring at girls, you freak!" Grace was shocked and embarrassed, as she did not understand what she had done wrong. After this incident, the boy continued to make comments about Grace liking girls, and a few of his friends have also made comments. Grace feels like she does not belong in this school. She dreads going to school. When in class, she cannot concentrate on her work because she feels like the other students do not like her and think she is weird.

Corporal Punishment Scenarios

Corporal Punishment—Teacher Perpetrator of a Student (Boys Aged 8 to 15 Years)

Beston just finished Class [Grade] 6. Beston loves school, and he makes high marks. Beston knew that he would please his new teacher in junior secondary school because of his high marks and love of education. One day in his new class, Beston's classmate, John, raised his hand to answer a question. John's answer was incorrect, and Mr. Miller walked over to John and hit him on the head with his hand. This made Beston afraid of his teacher. The next day, John and Beston were working together on a group project, and Mr. Miller heard them talking. Mr. Miller shouted at both of them for playing in the group and told them to stand in the corner. Beston and John had to stand in the corner the remainder of the day and were not allowed to go for a break. Beston was embarrassed to stand in the corner in front of his new classmates in junior secondary school. The next day, Beston gave the wrong answer to a question. As a punishment, he was required to carry heavy buckets of water from the school to Mr. Miller's house every day for two weeks. Beston is no longer excited to go to school and has started getting low marks.

Corporal Punishment—Teacher Perpetrator of a Student (Girls Aged 8 to 15 Years)

Lizzy is not a good reader. She will not raise her hand to read in class because she is afraid that she will make a mistake. One day, Lizzy's teacher called on her to read one page from their language book in front of the class. She struggled to pronounce all of the words correctly. The teacher shouted at Lizzy and told her to sit down. The teacher told Lizzy that she must practice reading more often and that she would be called on again to read the same story. Lizzy practiced with her friend every day after school. When the teacher asked Lizzy to read again, she could read the story, but Lizzy was still nervous because the teacher was holding a cane. Lizzy was afraid that she might make a mistake and that the teacher would beat her. In the beginning, Lizzy started reading out loud very well, but she struggled on some of the words at the end of the story. This time, the teacher made Lizzy kneel in front of the class because she could not read the difficult words. After school, some of her classmates pointed at her and called her "stupid." Lizzy does not want to go to school any more.

Corporal Punishment—Group Display of Punishment Following an Exam (Boys Aged 16 to 18 Years)

John was nervous. Today was the day when the results from last week's exam came out. John usually made good marks, but he was not well when he sat for the mock secondary school exams. During the morning assembly, the Head Teacher asked John and five other students to come to the front of the hall. The Head Teacher announced that the students had received the worst marks in the class, and then the Head Teacher brought out a cane. The Head Teacher struck each of the six students on their hands 10 times, and then sent them back to their seats. Two of the students start crying because their hands hurt. The remainder of the class laughed at these six "stupid" students and made fun of the crying. John has not been able to concentrate on his schoolwork because he is afraid of being caned for getting low marks. John is afraid that he will perform poorly when he sits for the next exam.

Corporal Punishment—Public Humiliation and Physical Labor Following an Exam (Boys Aged 16 to 18 Years)

John was nervous because the exam results will be announced today. Usually, he made good marks, but he was not well when he sat for the mock secondary school exams. John knew that he had performed poorly on the exam. During the morning assembly, the Head Teacher asked John and five other students to come to the front of the hall. The Head Teacher announced in front of all the students that they had received the worst marks in the class. During that whole day and the week that followed, many of the older students in the school, especially the prefect, made fun of John and the other students who performed poorly on the exam. To make matters worse, these boys were required to carry stones from a truck to the new classroom construction site for the next month. As a result, John has not been able to concentrate on his studies. He is too tired to study at home because of the work he is required to perform after school. John is afraid that he will perform poorly when he sits for the next exam.

Corporal Punishment—LGBTI Public Humiliation and Bullying (Boys Aged 8 to 11 Years)

Eli likes to play with his little sister's doll. His sister even lets him bring the doll to school. He carries it safely in his arms or in his backpack as he walks to and from school. Sometimes during break, he will play with the doll or show it to some of the girls who like to play with it alongside of Eli. One day, his teacher took notice and started making unkind comments to him such as, "Look, Eli is being a mother." "What do we have here, a little girl?" During class one day, the teacher made Eli kneel in the corner with his doll for two hours. Another day, the teacher made Eli sweep the classroom floor and carry the doll at the same time. Both times, many of the children in class laughed at him. The teacher did not stop them from laughing. Initially Eli did not know why he was being punished, but he later realized that the teacher was punishing him for having a doll. That day, Eli came home from school crying and asked his mother if he could stay home the remainder of the week. Eli was sad because he could not take the doll to school again, and he worried that the girls would not play with him in the future. He was also sad that the teacher and the other students had made fun of him.

Sexual Harassment, Violence, and Abuse

Teacher Harassing—Student at the School (Girls Aged 8 to 15 Years)

Ama loves going to Girls Club with her friends. In Girls Club, the girls talk about a lot of things that happen in school and on the way to school. One of the things they learn in Girls Club is how to talk about your feelings after an experience, for example, whether an experience makes you feel happy, sad, or afraid. At Girls Club, Ama's friend, Rose, told her that her teacher made her feel uncomfortable. Ama immediately asked Rose to tell her what the teacher did. Rose said to Ama, "Every day my teacher asks me to help him clean the classroom after school. I help him clean because I want to be respectful, but one day last week, he told me that he thought I looked 'pretty,' and then he took my hand and placed it on his knee. Rose told Ama that said she did not want to help the teacher anymore, but was afraid to tell him because he might punish her. Ama did not know how to help Rose.

Head Teacher Harassing—Student at the School (Girls Aged 12 to 18 Years)

Chi is sitting with her friends and talking about their school marks. Chi is not happy about her marks. The marks are too low, especially because she has tried very hard this term. She decides to go see the Head Teacher. The Head Teacher asks Chi to report to the office after school so they can talk about it. When Chi came to the office, the Head Teacher closed the door and said, "I can make your marks higher if you do something for me." Chi was immediately worried, but the Head Teacher said, "Do not worry, I will only ask you to let me hold your hand." When Chi did that, the Head Teacher tried to kiss her on the lips. Chi ran out. Now Chi is afraid to come to school because she might be punished for running out of the office.

Student Harassing Student—On the Way to School (Girls and Boys Aged 12 to 18 Years)

Helen walks to school every day with other girls in the village. Boys also walk to school, but not with the girls. Sometimes the boys yell things at the girls such as, "Hey beautiful, will you marry me?" All of the boys laugh, and sometimes the girls laugh too. One day, one of the boys named John came up to Helen in the group and grabbed her shirt, pinched her bottom, and ran back to

the group of boys who all laughed. From then on, Helen tried to hide when she saw John on the way to school, but he still picked on her and often yelled things at her, calling her "sexy girl" or saying, "Marry me Helen," or "Come home with me Helen" in front of the other boys who always got a good laugh. One day, John went too far and pulled Helen's shirt down, exposing her breasts. Helen's friend, Gladys, went over to the boys and told John to leave Helen alone. Gladys told him that she was going to tell the teacher on him if he did not stop bothering Helen.

Non-School Perpetrator—On the Way to School (Girls Aged 12 to 18 Years)

Naomi walks to school every day, usually with other girls in the city. During their walk, they pass by the marketplace and shops of the city. It is a busy urban area and there are many cars, bicycles, and taxis all along the way. Sometimes the girls encounter older boys and men on the side of the road. It is common for these older boys and men to shout rude and humiliating words at the girls and make sexual gestures to them in a mean way. Sometimes the girls are approached by the older boys and men who make them look at inappropriate pictures of naked women or men. This usually happens when Naomi is walking alone or with only one other girl. One time, a man came up to Naomi and proposed to marry her. He pushed her into a corner, tried to kiss her, and put his hand on her breast. She was able to push him away, but now when this man sees Naomi, he singles her out and shouts at her. He has started telling lies about Naomi in the community.

Non-School Perpetrator—On the Way to School (Girls Aged 16 to 18 Years)

Tara and Angel are sisters. Every day, they have a long way to walk from the village to school. They do not complain because they are proud that they passed their exams and get to go to secondary school. Before Tara and Angel leave for school, they must perform a lot of chores at home, so they are sometimes late to school. When they are late, the Head Master makes them perform a lot of difficult chores at school and at the Head Master's house. Because of this, the girls miss their classes and often get into even more trouble. Tara and Angel try very hard not to be late, so they sometimes accept a ride in a taxi—even though they do not have any money. Sometimes the taxi driver gets them to do sexual things, which they do not want to do, to pay for the ride to school. Sometimes the taxi driver will give the sisters food if they do all of the things he wants them to do.

Non-School Perpetrator—LGBTI (Boys Aged 8 to 11 Years)

Manny is a slender boy for his age, and he talks very quietly. In his culture, men are supposed to be burly and aggressive. Manny has to walk three kilometers to and from school every day. Usually, he walks to school with his sister and some of the girls in the community because he is more comfortable with them than with the boys. At school, Manny performs his class work quietly, and the teacher rarely notices him. One day on the way to school, an older man, who regularly sees Manny walking to school, approaches Manny and puts both hands on his bottom, and leans in as if to kiss him. "Is this what you wanted, hanging out with girls all the time?" the older man leers. Manny is ashamed that a stranger touched him so intimately and is now afraid to walk to school at all. After this incident happened, Manny stayed home sick for three days, and he missed a big exam.

Peer to Peer—Intimidation by a Boyfriend (Aged 16 to 18 Years)

Joseph is Gladys's boyfriend. Sometimes he is not nice to her, but Gladys is happy to have a boyfriend. She believes that most boys can sometimes be mean. One time, Gladys was talking to another boy after class. Joseph threatened to beat her if she did it again. Joseph does not let Gladys talk to other boys—even if it is about schoolwork. Gladys believes that she might not find another boyfriend, so she does not talk back when Joseph gets angry. There have been times when Gladys does not even refuse when Joseph makes her do things she does not want to do. Mostly she is frightened that he might hit her because many her friends are beaten by their boyfriends. One day it happened. She was helping another boy with his schoolwork during break, and Joseph saw her. Right there in front of the other students, he hit her on the face. None of the teachers saw this happen. Gladys decided to tell the Head Master about the incident. The Head Master just said, "Boys will be boys." Her boyfriend Joseph was not punished for hitting her.

2.2 Survey of Perceptions of School Climate: Students (Aged 8 to 18 Years; estimated time is 10 minutes)

		Survey of Perceptions of School Climate: Student				
Instructions		*Hello. My name is [Insert Name] and I am from [Insert Name]. My colleagues and I are here to learn about how to make schools safe for students. During this interview, I am going to read some statements to you about your school. Think about whether you agree or disagree with each of the statements that I read to you. If you agree with the statement, then say, "Agree." If you do not agree with the statement, then say "Disagree." If you are not sure, then you may tell me that you are "Not sure." If you can, I would like for you to try your best to tell me whether you "Agree" or "Disagree." Remember, everything that we talk about here and everything that you say will be kept private. I will not share your name or what you say in our interview.*				
Continue or Opt Out?		*You have given your consent to participate in this study, but you can stop at any time or can choose not to answer any question that makes you feel uncomfortable. If at any time you become upset, there is a trained counselor here who you can speak with confidentially. Would you like to continue?*	Yes		No	
Practice Question 1		*Here is the first practice question:* At this school, we start class at 8:00 in the morning. *Do you "Agree" or "Disagree" with this statement? If you agree with the statement, say "Agree." If you do not agree, say "Disagree." If you are not sure, say "Not sure."*				
Practice Question 2		*Here is the second practice question:* At this school, students wear uniforms. *Do you "Agree" or "Disagree" with this statement? If you agree with the statement, say "Agree." If you do not agree, say "Disagree." If you are not sure, say "Not sure."*				
Common Identifier	Question Number	The survey administrator begins by saying: *In this school …*	Responses			
BDI1	1	Most students try their best to attend every school day.	Agree	Disagree	Not sure	No response
SS7	2	Students treat each other with respect.	Agree	Disagree	Not sure	No response
BDI23	3	Most students work hard on their school work.	Agree	Disagree	Not sure	No response
TS3	4	Students like their teachers.	Agree	Disagree	Not sure	No response
TS6	5	Teachers like their students.	Agree	Disagree	Not sure	No response
TS1	6	Students often go to their teacher for help with their classwork.	Agree	Disagree	Not sure	No response
TS4	7	Teachers care about the students they teach.	Agree	Disagree	Not sure	No response
TS2	8	Teachers listen to students when they discuss their problems.	Agree	Disagree	Not sure	No response
TS5	9	Teachers rarely help students individually with their school work.	Agree	Disagree	Not sure	No response

SS2	10	Students care about each other.	Agree	Disagree	Not sure	No response
BDI19	11	Students from different religious backgrounds [Insert Local Terms] are friendly to each other.	Agree	Disagree	Not sure	No response
SS1	12	Boys and girls are not very nice to each other.	Agree	Disagree	Not sure	No response
BDI12	13	Students often treat disabled students unkindly.	Agree	Disagree	Not sure	No response
BDI20	14	Students might embarrass or harm a boy if he is perceived as not being masculine [Insert Local Terms].	Agree	Disagree	Not sure	No response
BDI22	15	Students treat orphans the same way as other students.	Agree	Disagree	Not sure	No response
BDI22	15A	Students treat students who are very poor the same way as other students.	Agree	Disagree	Not sure	No response
BDI8	16	Students from different races and ethnic backgrounds [Insert Local Terms, e.g., tribes] do not get along.	Agree	Disagree	Not sure	No response
BDI18	17	Teachers treat students of different religious backgrounds [Insert Local Terms] the same.	Agree	Disagree	Not sure	No response
BDI21	18	Sometimes teachers are unkind to children with disabilities.	Agree	Disagree	Not sure	No response
BDI5	19	Teachers treat girls and boys equally.	Agree	Disagree	Not sure	No response
BDI6	20	Teachers rarely call on orphans in class.	Agree	Disagree	Not sure	No response
BDI9	21	Teachers rarely call on very poor students in class.	Agree	Disagree	Not sure	No response
BDI7	22	Teachers treat students of all races and ethnic backgrounds [Insert Local Terms, e.g., tribes] the same.	Agree	Disagree	Not sure	No response
CPS9	23	Students know what the rules are in class and school.	Agree	Disagree	Not sure	No response
DF13	24	Students are often asked to help decide what is best for the class or school.	Agree	Disagree	Not sure	No response
DF12	25	Most students follow the rules in class and school.	Agree	Disagree	Not sure	No response
DF11	26	The school rules are fair.	Agree	Disagree	Not sure	No response
DF10	27	The consequences of breaking school rules are fair.	Agree	Disagree	Not sure	No response
DF1	28	Students are punished too much for little things.	Agree	Disagree	Not sure	No response

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DF2	29	Students are rewarded when they do well in their classwork.	Agree	Disagree	Not sure	No response
DF9	30	Students are punished unfairly.	Agree	Disagree	Not sure	No response
DF8	31	Students are sometimes afraid to go to school for fear of punishment.	Agree	Disagree	Not sure	No response
DF7	32	Use of the cane [Insert Local Term] or other forms of physical discipline (e.g., pulling ears, kicking, slapping, standing in the sun) is common.	Agree	Disagree	Not sure	No response
S1	33	Gangs [Insert Local Term] are a problem.	Agree	Disagree	Not sure	No response
S13	34	Violence is a problem.	Agree	Disagree	Not sure	No response
S8	35	Students are taught how to solve conflicts with others.	Agree	Disagree	Not sure	No response
SS8	36	Students are taught that they should care about how others feel.	Agree	Disagree	Not sure	No response
S7	37	Students often worry that other students might be mean to them.	Agree	Disagree	Not sure	No response
SS4	38	Most students have a friend they can talk to.	Agree	Disagree	Not sure	No response
SS6	39	Students get along with each other.	Agree	Disagree	Not sure	No response
S15	40	Students sometimes threaten to hurt teachers.	Agree	Disagree	Not sure	No response
S2	41	Girls feel safe at school.	Agree	Disagree	Not sure	No response
S12	42	Boys feel safe at school.	Agree	Disagree	Not sure	No response
SS5	43	Students often threaten their peers and call them names.	Agree	Disagree	Not sure	No response
S5a	44	There are places in or near the school where it is not safe for girls to go alone.	Agree	Disagree	Not sure	No response
S5b	45	There are places in or near the school where it is not safe for boys to go alone.	Agree	Disagree	Not sure	No response
S4a	46	Girls do not feel safe traveling to and from school.	Agree	Disagree	Not sure	No response
S4b	47	Boys do not feel safe traveling to and from school.	Agree	Disagree	Not sure	No response

CPS1	48	Students know who to report to when they experience or witness violence.	Agree	Disagree	Not sure	No response
S10a	49	Girls usually report incident(s) of physical violence when they experience it or witness it.	Agree	Disagree	Not sure	No response
S10b	50	Boys usually report incident(s) of physical violence when they experience it or witness it.	Agree	Disagree	Not sure	No response
CPS10	51	School officials rarely do anything when students hurt other students.	Agree	Disagree	Not sure	No response
S11	52	Students know what it means to be sexually harassed or sexually assaulted [Insert Local Terms].	Agree	Disagree	Not sure	No response
S9	53	Students are afraid to report incident(s) of sexual harassment or sexual violence [Insert Local Terms].	Agree	Disagree	Not sure	No response
CPS8	54	There are programs [Insert Local Terms, e.g., clubs] for students to learn about and discuss sexual harassment and sexual violence [Insert Local Terms].	Agree	Disagree	Not sure	No response
CPS17	55	There are no student groups [Insert Local Terms] where boys and girls can openly discuss the problems that they face inside or outside of school.	Agree	Disagree	Not sure	No response
CPS2	56	Teachers or school officials immediately take action when students report incident(s) of violence.	Agree	Disagree	Not sure	No response
CPS5	57	The School Code of Conduct is known by teachers and other school personnel and is strictly enforced.	Agree	Disagree	Not sure	No response
CPS16	58	Guidance counselors [Insert Term Used at the School, e.g., senior woman and senior man teacher] are helpful to students when the students are in trouble.	Agree	Disagree	Not sure	No response
CPS7	59	When needed, individual assistance and psychological counseling [Insert Local Terms] are provided to students.	Agree	Disagree	Not sure	No response

2.3 Survey of Attitudes and Beliefs: Students (Aged 8 to 12 Years, estimated time is 15 minutes)

Instructions	*Hello. My name is [Insert Name] and I am from [Insert Name]. My colleagues and I are here to learn about how to make schools safe for students. During this interview, I am going to read some statements to you about your school. Think about whether you agree or disagree with each of the statements that I read to you. If you agree with the statement, then say, "Agree." If you do not agree with the statement, then say "Disagree." If you are not sure, then you may tell me that you are "Not sure." If you can, I would like for you to try your best to tell me whether you "Agree" or "Disagree." Remember, everything that we talk about here and everything that you say will be kept private. I will not share your name or what you say in our interview.*				
Continue or Opt Out?	*You have given your consent to participate in this study, but you can stop at any time or can choose not to answer any question that makes you feel uncomfortable. If at any time you become upset, there is a trained counselor here who you can speak with confidentially. Would you like to continue?*	Yes		No	
Practice Question 1	*Here is the first practice question:* Blue is a very beautiful color. *Do you "Agree" or "Disagree" with this statement? If you agree with the statement, say "Agree." If you do not agree, say "Disagree." If you are not sure, say "Not sure."*				
Practice Question 2	*Here is the second practice question:* Cake is very good to eat. *Do you "Agree" or "Disagree" with this statement? If you agree with the statement, say "Agree." If you do not agree, say "Disagree." If you are not sure, say "Not sure."*				

Common Identifier	Question Number	Attitude Statements	Responses			
GNH01	1	Only men should work for pay outside of the home.	Agree	Disagree	Not sure	No response
GNS10	2	It is not a problem for a girl to act or dress more like a boy.	Agree	Disagree	Not sure	No response
PR01	3	Girls like it when boys tease and make fun of them.	Agree	Disagree	Not sure	No response
GNH02	4	If the father and mother both work, fathers should share in cooking and cleaning.	Agree	Disagree	Not sure	No response
GNS01	5	It is acceptable for a girl to get married before she is ** years old [** = Local Legal Age of Consent].	Agree	Disagree	Not sure	No response
PR02	6	Even if a boy is tempted by the way that a girl is dressed, he should not assume that the girl wants attention.	Agree	Disagree	Not sure	No response
GNH03	7	In a home, the wife should help make decisions regarding spending money.	Agree	Disagree	Not sure	No response

GNS02	8	Girls should not continue in school if they get married.	Agree	Disagree	Not sure	No response
PR03	9	It is acceptable for girls to have sex with older men if they want things such as a cell phone, money, or jewelry.	Agree	Disagree	Not sure	No response
GNS03	10	Girls and boys should be treated equally in the classrooms by their teachers.	Agree	Disagree	Not sure	No response
GNH04	11	It is acceptable for a woman to disagree with her husband.	Agree	Disagree	Not sure	No response
GNS04	12	Girls are generally more intelligent than boys.	Agree	Disagree	Not sure	No response
PR04	13	It is not acceptable for a teacher to get a girl pregnant, even if he marries her.	Agree	Disagree	Not sure	No response
GNH05	14	There are times when a man needs to beat his wife.	Agree	Disagree	Not sure	No response
GNS05	15	Girls should be able to play sports at school.	Agree	Disagree	Not sure	No response
PR05	16	Older boys and men are wrong to make sexual comments to girls when the girls are walking to school.	Agree	Disagree	Not sure	No response
GNH06	17	Both men and women should be able to own land and property.	Agree	Disagree	Not sure	No response
GNS06	18	It is more important for boys than girls to perform well in school.	Agree	Disagree	Not sure	No response
PR06	19	Older students do not have the right to be mean to younger students just because they are older.	Agree	Disagree	Not sure	No response
GNS07	20	A pregnant girl should be allowed to go to school.	Agree	Disagree	Not sure	No response
GNH07	21	The father should have more say than the mother in making family decisions.	Agree	Disagree	Not sure	No response
PR07	23	I must do what my friends tell me to do, even if it means I have to hurt someone or steal from them.	Agree	Disagree	Not sure	No response
GNH08	24	A mother should tolerate violence from the father in order to keep the family together.	Agree	Disagree	Not sure	No response
GNS09	25	Boys are usually more intelligent than girls.	Agree	Disagree	Not sure	No response
GNS09	25	It is not a problem for a boy to act or dress more like a girl.	Agree	Disagree	Not sure	No response
PR08	26	Boys who act like girls deserve to be called names like sissy or gay [Insert Local Term or Equivalent].	Agree	Disagree	Not sure	No response
OQ05	27	What do you do when you see a student or some other person bothering or hurting another student at school or traveling to or from school?	Write response			No response
OQ06	28	What are some of the things that you and your friends do to avoid danger at school or on the way to school?	Write response			No response

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2.4 Survey of Attitudes and Beliefs: Students (Aged 13 to 15 Years, estimated time is 15 minutes)

Instructions	*Hello. My name is [Insert Name] and I am from [Insert Name]. My colleagues and I are here to learn about how to make schools safe for students. During this interview, I am going to read some statements to you about your school. Think about whether you agree or disagree with each of the statements that I read to you. If you agree with the statement, then say, "Agree." If you do not agree with the statement, then say "Disagree." If you are not sure, then you may tell me that you are "Not sure." If you can, I would like for you to try your best to tell me whether you "Agree" or "Disagree." Remember, everything that we talk about here and everything that you say will be kept private. I will not share your name or what you say in our interview.*	

Continue or Opt Out?	*You have given your consent to participate in this study, but you can stop at any time or can choose not to answer any question that makes you feel uncomfortable. If at any time you become upset, there is a trained counselor here who you can speak with confidentially. Would you like to continue?*	Yes	No

Practice Question 1	*Here is the first practice question:* Blue is a very beautiful color. *Do you "Agree" or "Disagree" with this statement? If you agree with the statement, say "Agree." If you do not agree, say "Disagree." If you are not sure, say "Not sure."*
Practice Question 2	*Here is the second practice question:* Cake is very good to eat. *Do you "Agree" or "Disagree" with this statement? If you agree with the statement, say "Agree." If you do not agree, say "Disagree." If you are not sure, say "Not sure."*

Common Identifier	Question Number	Attitude Statements	Responses			
GNH01	1	Only men should work for pay outside of the home.	Agree	Disagree	Not sure	No response
IPV01	2	It is not acceptable for a girl to hit her boyfriend.	Agree	Disagree	Not sure	No response
GNS10	3	It is not a problem for a girl to act or dress more like a boy.	Agree	Disagree	Not sure	No response
PR01	4	Girls like it when boys tease and make fun of them.	Agree	Disagree	Not sure	No response
GNH02	5	If the father and mother both work, fathers should share in cooking and cleaning.	Agree	Disagree	Not sure	No response
IPV02	6	I would feel ashamed if I was violent against my boyfriend or girlfriend.	Agree	Disagree	Not sure	No response
GNS01	7	It is acceptable for a girl to get married before she is ** years old [** = Local Legal Age of Consent].	Agree	Disagree	Not sure	No response
PR02	8	Even if a boy is tempted by the way that a girl is dressed, he should not assume that the girl wants attention.	Agree	Disagree	Not sure	No response
GNH03	9	In a home, the wife should help make decisions about spending money.	Agree	Disagree	Not sure	No response
GNS02	10	Girls should not continue in school if they get married.	Agree	Disagree	Not sure	No response
IPV03	11	If I hit my boyfriend or girlfriend, my friends would think that I was cool.	Agree	Disagree	Not sure	No response

PR03	12	It is acceptable for girls to have sex with older men if they want things such as a cell phone, money, or jewelry.	Agree	Disagree	Not sure	No response
GNS03	13	Girls and boys should be treated equally in the classrooms by their teachers.	Agree	Disagree	Not sure	No response
GNH04	14	It is acceptable for a woman to disagree with her husband.	Agree	Disagree	Not sure	No response
IPV04	15	Boys sometimes deserve to be hit by the girls they are dating.	Agree	Disagree	Not sure	No response
GNS04	16	Girls are generally more intelligent than boys.	Agree	Disagree	Not sure	No response
PR04	17	It is not acceptable for a teacher to get a girl pregnant, even if he marries her.	Agree	Disagree	Not sure	No response
GNH05	18	There are times when a man needs to beat his wife.	Agree	Disagree	Not sure	No response
IPV05	19	It is not acceptable for a boy to hit his girlfriend.	Agree	Disagree	Not sure	No response
GNS05	20	Girls should be able to play sports at school.	Agree	Disagree	Not sure	No response
PR05	21	Older boys and men are wrong to make sexual comments to girls when the girls are walking to school.	Agree	Disagree	Not sure	No response
GNH06	22	Both men and women should be able to own land and property.	Agree	Disagree	Not sure	No response
GNS06	23	It is more important for boys than girls to perform well in school.	Agree	Disagree	Not sure	No response
IPV06	24	Hitting a boyfriend or girlfriend is not that big of a deal.	Agree	Disagree	Not sure	No response
PR06	25	Older students do not have the right to be mean to younger students just because they are older.	Agree	Disagree	Not sure	No response
GNS07	26	A pregnant girl should be allowed to go to school.	Agree	Disagree	Not sure	No response
GNH07	27	The father should have more say than the mother in making family decisions.	Agree	Disagree	Not sure	No response
GNS08	28	Boys are usually more intelligent than girls.	Agree	Disagree	Not sure	No response
IPV07	29	Girls sometimes deserve to be hit by the boys they are dating.	Agree	Disagree	Not sure	No response
PR07	30	I must do what my friends tell me to do, even if it means I have to hurt someone or steal from them.	Agree	Disagree	Not sure	No response
GNH08	31	A mother should tolerate violence from the father in order to keep the family together.	Agree	Disagree	Not sure	No response
GNS09	32	It is not a problem for a boy to act or dress more like a girl.	Agree	Disagree	Not sure	No response
IPV08	33	My friends would be shocked if I hit my boyfriend or girlfriend.	Agree	Disagree	Not sure	No response
PR08	34	Boys who act like girls deserve to be called names like sissy or gay [Insert Local Terms or Equivalent].	Agree	Disagree	Not sure	No response
OQ05	35	What do you do when you see a student or some other person bothering or hurting another student at school or traveling to or from school?	Write response			No response
OQ06	36	What are some of the things that you and your friends do to avoid danger at school or on the way to school?	Write response			No response

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2.5 Survey of Attitudes and Beliefs: Students (Aged 16 to 18 Years, estimated time is 15 minutes)

Instructions	*Hello. My name is [Insert Name] and I am from [Insert Name]. My colleagues and I are here to learn about how to make schools safe for students. During this interview, I am going to read some statements to you about your school. Think about whether you agree or disagree with each of the statements that I read to you. If you agree with the statement, then say, "Agree." If you do not agree with the statement, then say "Disagree." If you are not sure, then you may tell me that you are "Not sure." If you can, I would like for you to try your best to tell me whether you "Agree" or "Disagree." Remember, everything that we talk about here and everything that you say will be kept private. I will not share your name or what you say in our interview.*				
Continue or Opt Out?	*You have given your consent to participate in this study, but you can stop at any time or can choose not to answer any question that makes you feel uncomfortable. If at any time you become upset, there is a trained counselor here who you can speak with confidentially. Would you like to continue?*	Yes		No	
Practice Question 1	*Here is the first practice question:* Blue is a very beautiful color. *Do you "Agree" or "Disagree" with this statement? If you agree with the statement, say "Agree." If you do not agree, say "Disagree." If you are not sure, say "Not sure."*				
Practice Question 2	*Here is the second practice question:* Cake is very good to eat. *Do you "Agree" or "Disagree" with this statement? If you agree with the statement, say "Agree." If you do not agree, say "Disagree." If you are not sure, say "Not sure."*				

Common Identifier	Question Number	Attitude Statements	Responses			
GNH01	1	Only men should work for pay outside of the home.	Agree	Disagree	Not sure	No response
IPV01	2	It is not acceptable for a girl to hit her boyfriend.	Agree	Disagree	Not sure	No response
GNS10	3	It is not a problem for a girl to act or dress more like a boy.	Agree	Disagree	Not sure	No response
PR01	4	Girls like it when boys tease and make fun of them.	Agree	Disagree	Not sure	No response
GNH02	5	If the father and mother both work, fathers should share in cooking and cleaning.	Agree	Disagree	Not sure	No response
IPV02	6	I would feel ashamed if I was violent against my boyfriend or girlfriend.	Agree	Disagree	Not sure	No response
GNS01	7	It is acceptable for a girl to get married before she is ** years old [** = Local Legal Age of Consent].	Agree	Disagree	Not sure	No response
PR02	8	Even if a boy is tempted by the way that a girl is dressed, he should not assume that the girl wants attention.	Agree	Disagree	Not sure	No response

GNH03	9	In a home, the wife should help make decisions about spending money.	Agree	Disagree	Not sure	No response
GNS02	10	Girls should not continue in school if they get married.	Agree	Disagree	Not sure	No response
IPV03	11	If I hit my boyfriend or girlfriend, my friends would think that I was cool.	Agree	Disagree	Not sure	No response
PR03	12	It is acceptable for girls to have sex with older men if they want things such as a cell phone, money, or jewelry.	Agree	Disagree	Not sure	No response
GNS03	13	Girls and boys should be treated equally in the classrooms by their teachers.	Agree	Disagree	Not sure	No response
GNH04	14	It is acceptable for a woman to disagree with her husband.	Agree	Disagree	Not sure	No response
IPV04	15	Boys sometimes deserve to be hit by the girls they are dating.	Agree	Disagree	Not sure	No response
GNS04	16	Girls are generally more intelligent than boys.	Agree	Disagree	Not sure	No response
PR04	17	It is not acceptable for a teacher to get a girl pregnant, even if he marries her.	Agree	Disagree	Not sure	No response
GNH05	18	There are times when a man needs to beat his wife.	Agree	Disagree	Not sure	No response
IPV05	19	It is not acceptable for a boy to hit his girlfriend.	Agree	Disagree	Not sure	No response
GNS05	20	Girls should be able to play sports at school.	Agree	Disagree	Not sure	No response
PR05	21	Older boys and men are wrong to make sexual comments to girls when the girls are walking to school.	Agree	Disagree	Not sure	No response
GNH06	22	Both men and women should be able to own land and property.	Agree	Disagree	Not sure	No response
GNS06	23	It is more important for boys than girls to perform well in school.	Agree	Disagree	Not sure	No response
IPV06	24	Hitting a boyfriend or girlfriend is not that big of a deal.	Agree	Disagree	Not sure	No response
PR06	25	Older students do not have the right to be mean to younger students just because they are older.	Agree	Disagree	Not sure	No response
GNS07	26	A pregnant girl should be allowed to go to school.	Agree	Disagree	Not sure	No response
GNH07	27	The father should have more say than the mother in making family decisions.	Agree	Disagree	Not sure	No response
GNS08	28	Boys are usually more intelligent than girls.	Agree	Disagree	Not sure	No response

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IPV07	29	Girls sometimes deserve to be hit by the boys they are dating.	Agree	Disagree	Not sure	No response
PR07	30	I must do what my friends tell me to do, even if it means I have to hurt someone or steal from them.	Agree	Disagree	Not sure	No response
GNH08	31	A mother should tolerate violence from the father in order to keep the family together.	Agree	Disagree	Not sure	No response
GNS09	32	It is not a problem for a boy to act or dress more like a girl.	Agree	Disagree	Not sure	No response
IPV08	33	My friends would be shocked if I hit my boyfriend or girlfriend.	Agree	Disagree	Not sure	No response
PR08	34	Boys who act like girls deserve to be called names like sissy or gay [Insert Local Terms or Equivalent].	Agree	Disagree	Not sure	No response
IPV11	35	Teenagers should not engage in touching, kissing, or sexual activity unless both partners are comfortable with it.	Agree	Disagree	Not sure	No response
IPV09	36	If a boy and girl have already been intimate, then it is OK for him to force her to have sex even if she does not want to.	Agree	Disagree	Not sure	No response
IPV10	37	A girl who is not a virgin does not deserve to be respected.	Agree	Disagree	Not sure	No response
IPV12	38	Girls and boys have equal say in deciding whether and when to become sexually intima	Agree	Disagree	Not sure	No response
OQ05	39	What do you do when you see a student or some other person bothering or hurting another student at school or traveling to or from school?	Write response			No response
OQ06	40	What are some of the things that you and your friends do to avoid danger at school or on the way to school?	Write response			No response

2.6 Survey of Experiences of SRGBV: Students (estimated time is 25 to 35 minutes)

Introduction and General Instructions	*Hello. My name is [Insert Name] and I am from [Insert Name]. My colleagues and I are here to learn how to make schools safe for students. We want to learn about what happens at school or traveling to and from school that makes students feel upset and unsafe. This interview has two parts. During the first part, I will tell you a short story about something that happened to a student that upset that student. The story is not real. We will discuss the story, and then will go on to the second part of the interview. During the second part, I will ask you about experiences that are similar to the ones in the story. I will ask whether specific incidents happened to you, and I will ask how often these incidents happened. Remember, everything that we talk about here and everything that you say will be kept private. I will not share your name or what you say in our interview.*

Continue or Opt Out?	*You have given your consent to participate in this study, but you can stop at any time or can choose not to answer any question that makes you feel uncomfortable. If at any time you become upset, there is a trained counselor here who you can speak with confidentially. Would you like to continue?*	Yes	No

Part I: Bullying and Other Forms of Non-Sexual Violence—Victimization

Bullying Scenario	*Let us begin with the first short story. Listen carefully to the story. After I read it, we will discuss the story together, and I will ask a few questions to you.*

Bullying Scenario —Girls Aged 8–12 Years

Mary and Rachel are good friends because they live in the same village in [Town]. Rachel is one year younger than Mary and just started Class [Grade] 4. At first, Rachel liked her new class and told her friend Mary how happy she was to be in Class [Grade] 4. Now Rachel does not like school very much. Every day after school when the two friends walk home together, Rachel tells Mary how mean the girls in her class are. Students in Rachel's class sometimes call her mean names such as "stupid" and "ugly." Sometimes, children on the playground grab at her book pack. Today, Rachel told Mary that the other girls will not let her play with them at break. She said to Mary, "If I try to play with them, they just ignore me." Rachel cried when she told her friend Mary about this.

BSQ1	What is happening in this story? [Note: Talk about the story together. This is an icebreaker and an opportunity to build trust. You might want to share a personal experience with bullying that you experienced or witnessed as a child. You can prompt the student about specific events in the story, ask simple questions, and read the whole story again if you believe that it is important to do so. Before going to the next questions, summarize the story.] To summarize, you say, "Rachel used to like school. Now some girls in her class are bothering her. They call her names, grab her book pack, and will not let her play. Rachel is sad." Did the student understand the scenario?	Yes	No	No response
BSQ2	Have you heard about someone in your school who experienced the same thing or something similar in or around the school?	Yes	No	No response
	If "Yes" => Please tell me about this.	Write response		No response
BSQ3	Have you seen a student being treated this way by other students at school?	Yes	No	No response
	If "Yes" => Please tell me about this.	Write response		No response
BSQ4	Has anything like this ever happened to a close friend of yours or a family member?	Yes	No	No response
	If "Yes" => Please tell me about this.	Write response		No response
BSQ5	Has anything like this ever happened to you?	Yes	No	No response
	If "Yes" => Please tell me about this.	Write response		No response

Thank you very much. There will be more stories, but for now, let us talk about similar experiences that may have happened to you at school or when you were traveling [walking] to and from school. I will ask you about different things that happen to students in and near school. Please listen to each one carefully and tell me how many times these things happened to you during the past school term. Please tell me or indicate by pointing if this "Never" happened during the past school term, if it happened "Once," or "A few times," or if it happened "Many times." [Note: Point to the different response options on the stimulus sheet as you say them.]

Bullying victim	1	Made fun of you and teased you. **If "Never" or "No response" => Jump to Question 2**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response
Bullying victim	2	Said mean things to you or called you names that you did not like. **If "Never" or "No response" => Jump to Question 3**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response
Bullying victim	3	Made jokes about you, called you names that you did not like, or received threats via SMS, Facebook, or [INSERT CONTEXT-RELEVANT SOCIAL MEDIA]. **If "Never" or "No response" => Jump to Question 4**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response
Bullying victim	4	Left you out of your group of friends or during games or activities. **If "Never" or there is no response => Jump to Question 5**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response

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Bullying victim	5	Stole something from you. **If "Never" or "No response" => Jump to Question 6**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response
Bullying victim	6	Broke or ruined something of yours on purpose **If "Never" or there is no response => Jump to Question 7**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response
Bullying victim	7	Physically hurt you on purpose by pushing you down, kicking you, or hitting you with a hand, clenched fist, object or a weapon. **If "Never" or "No response" => Jump to Question 8**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response
Bullying victim	8	Threatened to hurt you or your family, but did not do it. **If "Never" or "No response" => Jump to Question 9**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response
Bullying victim	9	Forced you to do something you did not want to do such as joining a group in making fun of or hurting another student. **If "Never" or "No response" => Jump to Question 10**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response

Bullying victim	10	Told lies about you or spread rumors or stories to other students or a teacher that were not true. **If "Never" or "No response" => Jump to Question 11**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response

<table>
<tr><td colspan="8" style="background-color: orange;">If all of the responses to Questions 1 through 10 are "Never" => Jump to Part 2</td></tr>
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Bullying victim	11	How often was it a fellow student at your school who did these things?	Never	Once	A few times	Many times	No response
Bullying victim	12	How often was it a teacher at your school who did these things?	Never	Once	A few times	Many times	No response
Bullying victim	13	How often was it someone else (not a teacher or student) at the school who did these things?	Never	Once	A few times	Many times	No response
Bullying victim	14	How often was it someone outside of the school who did these things when you were walking to and from school?	Never	Once	A few times	Many times	No response
Bullying victim	15	When you experienced these things, what did you usually do about it?	Write response				No response
Bullying victim	16	Is there anything you wanted to do when students upset you like this but you did not?	Yes		No		No response
		If "Yes" => What is it that you wanted to do?	Write response				No response
Bullying victim	17	When you experience these things, how did it make you feel?	Write response				No response

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Bullying victim	18	Please think about this past week. Did you experience any of these things **If "Yes" => Continue with Questions 19 through 22; if "No" => Jump to Question 26**	Yes		No	No response
Bullying victim	19	How often did this happen: "Once," "Approximately 2 or 3 times," or "Every day?"	Once	Approximately 2 or 3 times	Every day	No response
Bullying victim	20	Please tell me what happened.	Write response			No response
Bullying victim	21	What did you do about it?	Write response			No response
Bullying victim	22	Did you tell anyone about it? **If "Yes" => Complete Questions 23 through 25**	Yes		No	No response
Bullying victim	23	Who did you tell?	Write response			No response
Bullying victim	24	When you told someone, what did he or she do about it?	Write response			No response
Bullying victim	25	How did you feel when these things happened?	Write response			No response

Part 2: Bullying and Other Forms of Non-Sexual Violence—Perpetration								
Part 2: Bullying Perpetration		Let us begin Part 2. This time I will ask you about things you might have done to other students, either on your own or with friends, in the past school term. Listen carefully and then tell me how many times you did or joined others to do any of these things to a student at school. Please indicate if you "Never" did this in the past school term, if you did it "Once, "A few times," or "Many times."						
Bullying perpetrator	26	Made fun of, teased, or called someone names.	Never	Once	A few times	Many times	No response
Bullying perpetrator	27	Sent SMS, Facebook [or insert context-relevant social media] messages that might have upset another student.	Never	Once	A few times	Many times	No response
Bullying perpetrator	28	Left someone out of your group of friends.	Never	Once	A few times	Many times	No response
Bullying perpetrator	29	Stole something from another student.	Never	Once	A few times	Many times	No response
Bullying perpetrator	30	Broke or ruined the belongings of another student on purpose.	Never	Once	A few times	Many times	No response
Bullying perpetrator	31	Hit, pushed, or kicked another student on purpose.	Never	Once	A few times	Many times	No response
Bullying perpetrator	32	Threatened to hurt someone or their family, but did not do it.	Never	Once	A few times	Many times	No response
Bullying perpetrator	33	Joined in a group to make fun of or hurt another student.	Never	Once	A few times	Many times	No response
Bullying perpetrator	34	Told lies or spread a rumor about another student.	Never	Once	A few times	Many times	No response

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		If all of responses to Questions 26 through 34 are "Never" => Jump to Part 3				
Bullying perpetrator	35	When you did these things, were you alone or with friends?	Alone		Friends	No response
Bullying perpetrator	36	When you did these things, how did it make you feel?	Write response			No response
Bullying perpetrator	37	Please think about this past week. Did you do any of these things during the past week?	Yes		No	No response
Bullying perpetrator	38	How often did you do this in the past week: "Once," "Approximately 2 or 3 times," or "Every day?"	Once	Approximately 2 or 3 times	Every day	No response
Bullying perpetrator	39	What types of things did you or you and your friends do?	Write response			No response
Part 3—Corporal Punishment Victimization						
Corporal Punishment Scenario		Now, we will discuss the second short story. Listen carefully to the story. After I read it, we will discuss the story together, and I will ask you a few questions.				

Corporal Punishment —Boys Aged 8 to 12 Years

Beston just finished Class [Grade] 6. Beston loves school and makes high marks. Beston knew that he would please his new teacher, Mr. Miller, in junior secondary school. One day in his new class, Beston's classmate, John, raised his hand to answer a question. John's answer was incorrect, so Mr. Miller walked over to John and hit him on the head with his hand, and this made Beston afraid of his teacher. The next day, John and Beston were working together on a group project, and Mr. Miller heard them talking. Mr. Miller shouted at both of them and told them to stand in the corner. John and Beston had to stand in the corner the remainder of the day and were not allowed to go for a break. Beston was embarrassed to stand in the corner in front of his new classmates in junior secondary school. The next day, Beston gave the wrong answer to a question. As a punishment, he was required to carry heavy buckets of water from the school to Mr. Miller's house every day for two weeks. Beston is no longer excited to go to school.

CPQ1	**SB.1** *What is happening in this story?* [Talk about the story together. This is an icebreaker and an opportunity to build trust. You might want to share an incident of a harsh punishment that you might have experienced as a child. You can prompt the student about specific events in the story, ask simple questions, and read the entire story again if you believe that it is important to do so. Before going to the next questions, you should summarize the story.] To summarize, you say, *"Beston just started junior secondary school. His new teacher punishes students if they give incorrect answers. Beston had to stand in the corner all day and take water to the teacher's house as punishment."* *Did the student understand the scenario?*	Yes	No	No response
CPQ2	Have you heard about someone in your school that experienced the same thing or something similar in or around the school?	Yes	No	No response
	If Yes => Please tell me about this this	Write response		No response
CPQ3	Have you observed a student being treated this way at school by other students?	Yes	No	No response
	If "Yes" => Please tell me about this.	Write response		No response
CPQ4	Has anything like this ever happened to you or to a close friend of yours or family member?	Yes	No	No response
	If "Yes" => Please tell me about this.	Write response		No response
CPQ5	Has anything like this ever happened to you?	Yes	No	No response
	If "Yes" => Please tell me about this.	Write response		No response

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		Let us begin Part 3. Please tell me how many times a teacher did the following these things to you during the past school term. Please tell me or indicate by pointing if this "Never" happened in the past school term or if it happened "Once," "A few times," or "Many times." [Note: Point to the different response options on the stimulus sheet as you say them]					
Corporal punishment	40	Shouted things at you in front of your classmates that humiliated you.	Never	Once	A few times	Many times	No response
Corporal punishment	41	Hit you with a hand or closed fist on any part of your body, including your head, face, hand, chest, or leg.	Never	Once	A few times	Many times	No response
Corporal punishment	42	Hit you with any type of object such as a cane, stick, belt, or book.	Never	Once	A few times	Many times	No response
Corporal punishment	43	Pulled or twisted your ear.	Never	Once	A few times	Many times	No response
Corporal punishment	44	Made you stand or kneel in a way that hurts or for a long period of time.	Never	Once	A few times	Many times	No response
Corporal punishment	45	Made you work at the school or at the teacher's house as punishment.	Never	Once	A few times	Many times	No response
If all of responses to Questions 40 through 45 are "Never" => Jump to Part 4							
Corporal punishment	46	When you experienced these things, what was the reason usually given for why the teacher punished you?	Write response				No response
Corporal punishment	47	When you experienced these things, what did you usually do about it?	Write response				No response
Corporal punishment	48	Is there anything you wanted to do when these things happened to you, but you did not? **If "Yes" =>** What is this?	Write response				No response
Corporal punishment	49	When you experienced these things, how did it make you feel?	Write response				No response

Corporal punishment	50	Please think about this past week. Did you experience any of these things during the past week? **If Yes => Complete Questions 51 through 56**	Yes		No	No response
Corporal punishment	51	How often did this happen: "Once," "Approximately 2 or 3 times," or "Every day?"	Once	Approximately 2 or 3 times	Every day	No response
Corporal punishment	52	Please tell me what happened?	Write response			No response
Corporal punishment	53	What did you do about it?	Write response			No response
Corporal punishment	54	Did you tell anyone about it?	Yes		No	No response
		If "Yes" => Who did you tell?	Write response			No response
Corporal punishment	55	What was this person's response when you told him or her about it?	Write response			No response
Corporal punishment	56	How did you feel when these things happened?	Write response			No response

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PART 4—Sexual Violence (SV) Victimization				
Sexual Violence Scenario	Now, we will discuss the third short story. Listen carefully to the story. After I read it, we will discuss the story together, and then I will ask you some questions.			
Sexual —Boys and Girls Aged 12 to 18 Years				
Helen walks to school every day with other girls in the village. Boys also walk to school, but not with the girls. Sometimes the boys yell things at the girls such as, "Hey beautiful, will you marry me?" All of the boys laugh, and sometimes the girls laugh too. One day, one of the boys named John came up to Helen in the group and grabbed her shirt, pinched her bottom, and ran back to the group of boys, who all laughed. From then on, Helen tried to hide when she saw John on the way to school, but he still picked on her and often shouted at her, calling her "sexy girl," or saying, "Marry me Helen," or "Come home with me Helen" in front of the other boys, who always got a good laugh. One day, John pulled down Helen's shirt, exposing her breasts. Helen's friend, Gladys, went over to the boys and told John to leave Helen alone. Gladys said she was going to tell the teacher on him if he did not stop bothering Helen.				
SVQ1	SB.1 What is happening in this story? [Talk about the story together. This is an icebreaker and an opportunity to build trust. You might want to share an incident involving harassment that you might have experienced as a child. You can prompt the student about specific events in the story, ask simple questions, and read the entire story again if you believe that it is important to do so. Before going to the next questions, you should summarize the story.] To summarize, you say, *"Helen walks to school every day. On the way, a boy named, John, bothers Helen by saying bad things and grabbing at her. Her friend, Gladys, stands up for her when John pulls Helen's shirt down."* Did the student understand the scenario?	Yes	No	No response

SVQ2	Have you heard about someone in your school who experienced the same thing or something similar in or near the school?	Yes		No		No response
	If "Yes" => Please tell me about this.	Write response				No response
SVQ3	Have you seen a student being treated this way at school by other students?	Yes		No		No response
	If "Yes" => Please tell me about this.	Write response				No response
SVQ4	Has anything like this ever happened to a close friend of yours or to a family member?	Yes		No		No response
	If "Yes" => Please tell me about this.	Write response				No response
SVQ4	*Has anything like this ever happened to you?*	Yes		No		No response
	If "Yes" => Please tell me about this.	Write response				No response

<table>
<tr><td colspan="7" style="background-color:#faeecb">Let us begin Part 4. During this past school term, how many times did anyone do any of the following things to you when you were at school or when you were traveling to or from school and you did not want them to? Please indicate if this "Never" happened in the past school term or if it happened "Once," "A few times," or "Many times."</td></tr>
</table>

			Never	Once	A few times	Many times	No response
SV victim	57	Made sexual comments about you, your body, or your clothes. **If "Never" or "No response" => Jump to Question 58**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response
SV victim	58	Made sexual gestures at you or looked at you in a sexual way **If "Never" or "No response" => Jump to Question 59**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response

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			Never	Once	A few times	Many times	No response
SV victim	59	Made love proposals to you that upset you **If "Never" or "No response" => Jump to Question 60**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response
SV victim	60	Showed you or gave you sexual pictures or sexual videos on a cell phone **If "Never" or "No response" => Jump to Question 61**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response
SV victim	61	Sent you SMSs [Text Messages] or [INSERT RELEVANT SOCIAL MEDIA] messages that were sexual jokes or love proposals that you didn't want **If "Never" or "No response" => Jump to Question 62**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response
SV victim	62	Called you names such as sissy, gay, homo (boys), lesbian, dike (girls) **If "Never" or "No response" => Jump to Question 63**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response

			Never	Once	A few times	Many times	No response
SV victim	63	Spread sexual rumors and lies about you **If "Never" or "No response" => Jump to Question 64**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response
SV Victim	64	Spied on you when you were not fully dressed such as when you were changing clothes or in the toilet at your school **If "Never" or "No response" => Jump to Question 65**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response
SV victim	65	Intentionally brushed against you or bumped into you in a sexual way **If Never or No response => Jump to question 66**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response
SV victim	66	Exposed their body such as their bottom, breast or private parts **If "Never" or "No response" => Jump to Question 67**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response
SV victim	67	Pulled at your clothing to expose your underwear or your body **If "Never" or "No response" => Jump to Question 68**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response

SV victim	68	Forced you to kiss them and you didn't want them to **If "Never" or "No response" => Jump to Question 69**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response
SV victim	69	Touched, grabbed or pinched your bottom, breast or private parts **If "Never" or "No response" => Jump to Question 70**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response
SV victim	70	Tried to get you to touch their private parts but you didn't do it **If "Never" or "No response" => Jump to Question 71**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response
SV victim	71	Forced you to touch their private parts **If "Never" or "No response" => Jump to Question 72**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response

SV victim	72	Tried to get you to do something sexual other than kissing, including sexual intercourse but you didn't do it. **If "Never" or "No response" => Jump to Question 73**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response
SV victim	73	Forced you to do something sexual other than kissing, including sexual intercourse **If "Never" or "No response" => Jump to Question 74**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response
SV victim	74	Offered to give you a ride in their taxi, motorbike or bicycle if you did something sexual, like kissing or bad touching, in exchange. **If "Never" or "No response" => Jump to Question 75**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response
SV victim	75	Offered to give you food or a drink if you did something sexual, like kissing or bad touching, in exchange **If "Never" or "No response" => Jump to Question 76**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response

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					A few times	Many times	No response
SV victim	76	Offered to give you something like a cell phone, air time, radio or jewelry if you did something sexual, like kissing or bad touching, in exchange. **If "Never" or "No response" => Jump to Question 77**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response
SV victim	77	Offered to give you good marks if you did something sexual, like kissing or bad touching. **If "Never" or "No response" => Jump to Question 78**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response
SV victim	78	Threatened to give you bad marks if you didn't do something sexual, like kissing or bad touching. **If "Never" or "No response" => Jump to Question 79**	Never	Once	A few times	Many times	No response
		Most of the time, who did this to you?	Write response				No response
If all of the responses to Questions 57 through 78 are "Never" => Jump to Part 5							
SV victim	79	How often was it a fellow student at your school who did these things?	Never	Once	A few times	Many times	No response
	80	How often was it a teacher who did these things?	Never	Once	A few times	Many times	No response
SV victim	81	How often was it someone else at the school (not a teacher or student) who did these things?	Never	Once	A few times	Many times	No response
	82	How often was it someone outside of the school who did these things when you were walking to or from the school?	Never	Once	A few times	Many times	No response

SV victim	83	When you experienced these things, what did you usually do about it?	Never	Once	A few times	Many times	No response
SV victim	84	Is there anything you think about doing and want like to do when these things happen to you, but you do not do it?	Yes		No		No response
		If "Yes" => What is this?	Write response				No response
SV victim	85	When you experience these things, how did it make you feel?	Write response				No response
SV victim	86	Please think about this past week. Did you experience any of these things during the past week? **If "Yes" => Complete Questions 87 through 92**	Yes		No		No Response
SV victim	87	How often did this happen: "Once," "Approximately 2 or 3 times," or "Every day?"	Once	2 or 3 times		Every day	No response
SV victim	88	Please tell me what happened.	Write response				No response
SV victim	89	What did you do about it?	Write response				No response
SV victim	90	Did you tell anyone about it?	Yes		No		No response
		If "Yes" => Who did you tell?	Write response				No response
SV victim	91	What was this person's response when you told him or her about it?	Write response				No response
SV victim	92	How did you feel when these things happened?	Write response				No response

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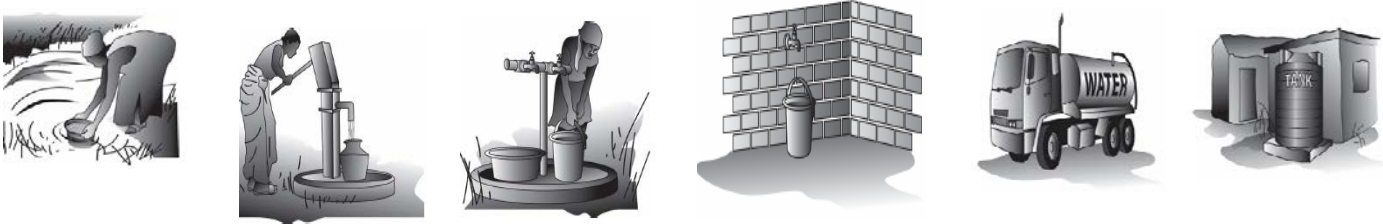|		**Part 5—Sexual Violence and Abuse Perpetration**					
\multicolumn{8}{l}{Let us begin Part 5. Now, I will ask you about things you might have done to other students, either on your own or with friends, during the past school term. Listen carefully, and then tell me how many times you personally or you joined others to do any of these at school or traveling to or from school. Please indicate whether you "Never" did this during the past school term or if you did it "Once, "A few times," or "Many times."}							
SV perpetrator	93	Made sexual comments or sexual gestures to girls or boys.	Never	Once	A few times	Many times	No response
SV perpetrator	94	Showed or gave girls or boys sexual pictures or sexual videos on a cell phone.	Never	Once	A few times	Many times	No response
SV perpetrator	95	Sent sexual remarks to someone's cell phone through SMSs [text messages].	Never	Once	A few times	Many times	No response
SV perpetrator	96	Called boys names such as "sissy," "gay," or "homo."	Never	Once	A few times	Many times	No response
SV perpetrator	97	Called girls names such as "lesbian" or "dyke."	Never	Once	A few times	Many times	No response
SV perpetrator	98	Spread sexual rumors and lies about girls or boys.	Never	Once	A few times	Many times	No response
SV perpetrator	99	Spied on other students when they were not fully dressed.	Never	Once	A few times	Many times	No response
SV perpetrator	100	Intentionally brushed against or bumped into a boy or girl in a sexual way.	Never	Once	A few times	Many times	No response
SV perpetrator	101	Pulled or pulled off a girl's or boy's clothing.	Never	Once	A few times	Many times	No response
SV perpetrator	102	Exposed your body to another student.	Never	Once	A few times	Many times	No response

SV perpetrator	103	Touched, grabbed, or pinched a girl's or a boy's bottom, breast, or private parts.	Never	Once	A few times	Many times	No response
SV perpetrator	104	Forced a girl or boy to touch your body in a sexual way.	Never	Once	A few times	Many times	No response
SV perpetrator	105	Forced a boy or girl to kiss you when they did not want to.	Never	Once	A few times	Many times	No response
SV perpetrator	106	Forced a boy or girl to do something sexual other than kissing.	Never	Once	A few times	Many times	No response
SV perpetrator	107	Offered to give someone food, drink, money, or something nice such as air time or jewelry in exchange for doing something sexual.	Never	Once	A few times	Many times	No response
If all of the responses to Questions 93 through 107 are "Never" => Stop; otherwise, continue with Question 108.						
SV perpetrator	108	When you did these things, were you alone or with friends?	Alone		Friends		No response
SV perpetrator	109	When you did these things, how did it make you feel?	Write response				No response
SV perpetrator	110	Please think about this past week. Did you do any of these things during the past week?	Yes		No		No response
SV perpetrator	111	How often did you do this in the past week: "Once," "Approximately 2 or 3 times," or "Every day?"	Once	Approximately 2 or 3 times	Every day		No response
SV perpetrator	112	What types of things did you or you and your friends do?	Write response				No response

Note: During implementation of these survey items in the USAID Uganda Literacy Achievement and Retention Activity, the items were removed that directly asked who the perpetrator of an action was (e.g., "most of the time, who did this to you?"). Careful consideration should be used before using these items because there could be a potential risk to the student's safety.

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2.7 Survey of Student Demographics and Socio-economic Wealth (estimated time is 25 to 35 minutes)

Survey of Student Demographics and Socio-Economic Wealth							
Student Characteristics and Household Income Survey	*In this section of this survey, we will be asking questions to you about your family, such as what language your family uses at home and some of the items that your family has in their household.*						
Continue or Opt Out?	*You have given your consent to participate in this study, but you can stop at any time or can choose not to answer any question that makes you feel uncomfortable. Would you like to continue?*				Yes		No
Let us begin. Note: Instructions to the interviewer are in **bold letters**. *Do not read the* **bold letters** *to the student.*							
Demographics	I	Indicate whether the student is a girl or a boy.				Boy	Girl
Demographics	2	How old are you?		Years _____			
Demographics	3	What grade [Insert Local Term] are you in at school?		Grade [or Local Term] _____			
Demographics	4	Indicate whether the student has a physical or sensory disability.		Physical		Hearing	Visual
Demographics	5	Do you have a visual impairment?		Yes		No	No response
Demographics	6	Do you have a hearing impairment?		Yes		No	No response
Demographics	7	Do you have a physical disability?		Yes		No	No response
Demographics	8	Do you receive special assistance for other learning problems?		Yes		No	No response
Demographics	9	Do you have difficulty seeing, even if wearing glasses?	Yes - Some Difficulty	Yes - A lot of difficulty	No - No Difficulty	Cannot do at all	No response
Demographics	10	Do you have difficulty hearing, even if using a hearing aid?	Yes - Some Difficulty	Yes - A lot of difficulty	No - No Difficulty	Cannot do at all	No response
Demographics	11	Do you have difficulty walking or climbing steps?	Yes - Some Difficulty	Yes - A lot of difficulty	No - No Difficulty	Cannot do at all	No response
Demographics	12	Do you have difficulty remembering or concentrating?	Yes - Some Difficulty	Yes - A lot of difficulty	No - No Difficulty	Cannot do at all	No response
Demographics	13	Do you have difficulty (with self-care such as) washing all over or dressing?	Yes - Some Difficulty	Yes - A lot of difficulty	No - No Difficulty	Cannot do at all	No response

Demographics	14	What language do you speak most often at home?	English		Write response			No response
Demographics	15	Using your usual (customary) language, do you have difficulty communicating, for example understanding and being understood?	Yes - Some Difficulty	Yes - A lot of difficulty	No - No Difficulty	Cannot do at all		No response
Demographics	16	Did you go to preschool or kindergarten [Insert Local Term]?	Yes		No			Do not know/no response
Demographics	17	Who are the adults who take care of you at home? If both, parents are named, then jump to Question 14	Write response					
Demographics	18	If only one parent is named, then ask about the other parent.	Yes		No			Do not know/no response
Family	19	If neither the mother or father are mentioned, ask about the parent.	Yes		No			Do not know/no response
Family	20	Is your father living?	Yes		No			Do not know/no response
Family	21	What is the highest grade in school that your parent or caregiver completed?	Write response					No response
Family	22	How many adults live in your household with you?	Write response					No response
Family	23	How many siblings or other children live in your household with you?	Write response					No response
Family	24	How many meals did you have the previous day?	Write response					No response
Family	25	How many hours of work do you perform each day at home?	Write response					No response
Family	26	How many days were you absent from school in the past week?	Write response					No response
Family	27	How do you travel to school?	Write response					No response
Family	28	If you walk, do you walk alone or with a friend?	Write response					No response
Family	29	If you travel by taxi [Insert Local Term], do you travel alone or with a friend?	Write response					No response

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Now I would like to ask you some questions about your household.							
Household	30	Does your family have electricity in your home?	Yes			No	Do not know/no response
Household	31	What type of toilet does your family use at your home? **[Point to appropriate pictograms, if using.]**					
Household	32	How does your family prepare meals at your home? Does your family normally use …? **[Point to appropriate pictograms, if using.]**					
Household	33	Where do you get water for washing and bathing at home? From a …? **[Point to appropriate pictograms, if using.]**					

Household	34	Does your family have a radio? **[Point to appropriate pictograms, if using.]**		Yes			No	Do not know/no response
Household	35	Does your family have a television? **[Point to appropriate pictograms, if using.]**		Yes			No	Do not know/no response
Household	36	Does your family have a bicycle? **[Point to appropriate pictograms, if using.]**		Yes			No	Do not know/no response
Household	37	Does your family have a motor vehicle? **[Point to appropriate pictograms, if using.]**		Yes			No	Do not know/no response

Household?	38	Does your family have a kitchen inside the home? **[Point to appropriate pictograms, if using.]**		Yes		No	Do not know/no response
Household?	39	Does your family have a computer? **[Point to appropriate pictograms, if using.]**		Yes		No	Do not know/no response
Household	40	Does your family have a refrigerator? **[Point to appropriate pictograms, if using.]**		Yes		No	Do not know/no response
Household	41	Does anyone in your family have a mobile telephone ? **[Point to appropriate pictograms, if using.]**		Yes		No	Do not know/no response
Household	42	Does your mother read at home?		Yes		No	Do not know/no response
Household	43	Does your father read at home?		Yes		No	Do not know/no response

Annex 3—Survey Instruments for Teachers and Other School Personnel

- 3.1 Survey of Perceptions of School Climate: Teachers and Other School Personnel (estimated time is 10 minutes)
- 3.2 Survey of Attitudes and Beliefs: Teachers and Other School Personnel (estimated time is 15 minutes)
- 3.3 Survey of Experiences of SRGBV: Teachers and Other School Personnel (estimated time is 25 to 35 minutes)
- 3.4 Survey of Teacher Disciplinary Practices (estimated time is 25 to 35 minutes)

3.1 Survey of Perceptions of School Climate: Teachers and Other School Personnel (estimated time is 10 minutes)

Instructions	*Hello. My name is [Insert Name] and I am from [Insert Name]. My colleagues and I are here to learn about how to make schools safe for students. During this interview, I am going to read some statements to you about your school. Think about whether you agree or disagree with each of the statements that I read to you. If you agree with the statement, then say, "Agree." If you do not agree with the statement, then say "Disagree." If you are not sure, then you may tell me that you are "Not sure." If you can, I would like for you to try your best to tell me whether you "Agree" or "Disagree." Remember, everything that we talk about here and everything that you say will be kept private. I will not share your name or what you say in our interview.*					
Continue or Opt Out?	*You have given your consent to participate in this study, but you can stop at any time or can choose not to answer any question that makes you feel uncomfortable. If at any time you become upset, there is a trained counselor here who you can speak with confidentially. Would you like to continue?*		Yes		No	
Practice Question 1	*Here is the first practice question: At this school, we start class at 8:00 in the morning. Do you "Agree" or "Disagree" with this statement? If you agree with the statement, say "Agree." If you do not agree, say "Disagree." If you are not sure, say "Not sure."*					
Practice Question 2	*Here is the second practice question: At this school, students wear uniforms. Do you "Agree" or "Disagree" with this statement? If you agree with the statement, say "Agree." If you do not agree, say "Disagree." If you are not sure, say "Not sure."*					

Common Identifier	Question Number	The survey administrator begins by saying: *In this school ...*	Responses			
BDI1	1	Most students try their best to attend every school day.	Agree	Disagree	Not sure	No response
SS7	2	Students treat each other with respect.	Agree	Disagree	Not sure	No response
BDI23	3	Most students work hard on their school work.	Agree	Disagree	Not sure	No response
TS3	4	Students like their teachers.	Agree	Disagree	Not sure	No response
TS6	5	Teachers like their students.	Agree	Disagree	Not sure	No response
TS1	6	Students often go to their teacher for help with their classwork.	Agree	Disagree	Not sure	No response
TS4	7	Teachers care about the students they teach.	Agree	Disagree	Not sure	No response

TS2	8	Teachers listen to students when they discuss their problems.	Agree	Disagree	Not sure	No response
TS5	9	Teachers rarely help students individually with their school work.	Agree	Disagree	Not sure	No response
BDI19	10	Students from different religious backgrounds are friendly to each other.	Agree	Disagree	Not sure	No response
SS1	11	Boys and girls are not very nice to each other.	Agree	Disagree	Not sure	No response
BDI12	12	Students often treat disabled students unkindly.	Agree	Disagree	Not sure	No response
BDI20	13	Students might embarrass or harm a boy if he is perceived as not being masculine [Insert Local Terms].	Agree	Disagree	Not sure	No response
BDI22	14	Teachers treat all students the same.	Agree	Disagree	Not sure	No response
BDI8	15	Students from different races and ethnic backgrounds [Insert Local Terms, e.g., tribes] do not get along.	Agree	Disagree	Not sure	No response
BDI18	16	Teachers treat students of different religious backgrounds [Insert Local Terms] the same.	Agree	Disagree	Not sure	No response
BDI21	17	Sometimes teachers are unkind to children with disabilities.	Agree	Disagree	Not sure	No response
BDI5	18	Teachers treat girls and boys equally.	Agree	Disagree	Not sure	No response
BDI6	19	Teachers rarely call on orphans.	Agree	Disagree	Not sure	No response
BDI7	20	Teachers treat students of all races and ethnic backgrounds [Insert Local Terms, e.g., tribes] the same.	Agree	Disagree	Not sure	No response
BDI9	21	Teachers rarely call on very poor students in class.	Agree	Disagree	Not sure	No response
CPS9	22	Students know what the rules are in class and school.	Agree	Disagree	Not sure	No response
DF13	23	Students are often asked to help decide what is best for the class or school.	Agree	Disagree	Not sure	No response
DF12	24	Most students follow the rules in class and school.	Agree	Disagree	Not sure	No response
DF11	25	The school rules are fair.	Agree	Disagree	Not sure	No response
DF10	26	The consequences of breaking school rules are fair.	Agree	Disagree	Not sure	No response
DF1	27	Students are punished too much for little things.	Agree	Disagree	Not sure	No response
DF2	28	Students are rewarded when they do well in their classwork.	Agree	Disagree	Not sure	No response

DF9	29	Students are punished unfairly.	Agree	Disagree	Not sure	No response
DF8	30	Students are sometimes afraid to go to school for fear of punishment.	Agree	Disagree	Not sure	No response
DF7	31	Use of the cane [Insert Local Term] or other forms of physical discipline (e.g., pulling ears, kicking, slapping, standing in the sun) is common.	Agree	Disagree	Not sure	No response
S1	32	Gangs [Insert Local Term] are a problem.	Agree	Disagree	Not sure	No response
S13	33	Violence is a problem.	Agree	Disagree	Not sure	No response
S8	34	Students are taught how to solve conflicts with others.	Agree	Disagree	Not sure	No response
SS8	35	Students are taught that they should care about how others feel.	Agree	Disagree	Not sure	No response
S7	36	Students often worry that other students might be mean to them.	Agree	Disagree	Not sure	No response
SS4	37	Most students have a friend they can talk to.	Agree	Disagree	Not sure	No response
SS6	38	Students get along with each other.	Agree	Disagree	Not sure	No response
S15	39	Students sometimes threaten to hurt teachers.	Agree	Disagree	Not sure	No response
S2	40	Girls feel safe at school.	Agree	Disagree	Not sure	No response
S12	41	Boys feel safe at school.	Agree	Disagree	Not sure	No response
SS5	42	Students often threaten other students and call them names.	Agree	Disagree	Not sure	No response
S5a	43	There are places in or near the school where it is not safe for girls to go alone.	Agree	Disagree	Not sure	No response
S5b	44	There are places in or near the school where it is not safe for boys to go alone.	Agree	Disagree	Not sure	No response
S4a	45	Girls do not feel safe traveling to and from school.	Agree	Disagree	Not sure	No response
S4b	46	Boys do not feel safe traveling to and from school.	Agree	Disagree	Not sure	No response
CPS1	47	Students know who to report to when they experience or witness violence.	Agree	Disagree	Not sure	No response
S10a	48	Girls usually report incident(s) of physical violence when they experience it or witness it.	Agree	Disagree	Not sure	No response
S10b	49	Boys usually report incident(s) of physical violence when they experience it or witness it.	Agree	Disagree	Not sure	No response
CPS10	50	School officials rarely do anything when students hurt other students.	Agree	Disagree	Not sure	No response

S11	51	Students know what it means to be sexually harassed or sexually assaulted [Insert Local Terms].	Agree	Disagree	Not sure	No response
S9	52	Students are afraid to report incident(s) of sexual harassment or sexual violence [Insert Local Terms].	Agree	Disagree	Not sure	No response
CPS3	53	Teachers and other school staff know what to do when they hear about or witness sexual harassment or violence.	Agree	Disagree	Not sure	No response
CPS8	54	There are programs [Insert Local Terms, e.g., clubs] for students to learn about and discuss sexual harassment and sexual violence [Insert Local Terms].	Agree	Disagree	Not sure	No response
CPS17	55	There are no student groups [Insert Local Terms] where boys and girls can openly discuss the problems that they face inside or outside of school.	Agree	Disagree	Not sure	No response
CPS2	56	Teachers or school officials immediately take action when students report incident(s) of violence.	Agree	Disagree	Not sure	No response
CPS5	57	The School Code of Conduct is known by teachers and other school staff and is strictly enforced.	Agree	Disagree	Not sure	No response
CPS16	58	Guidance counselors [Insert Term Used at the School, e.g., senior woman and senior man teacher] are helpful to students when the students are in trouble.	Agree	Disagree	Not sure	No response
CPS7	59	When needed, individual assistance and psychological counseling [Insert Local Terms] are provided to students.	Agree	Disagree	Not sure	No response
CPS11	60	Teachers listen to the concerns of parents.	Agree	Disagree	Not sure	No response
CPS12	61	Teachers work closely with parents to help students when the students have problems.	Agree	Disagree	Not sure	No response
CPS18	62	Teachers do a good job with communicating with parents.	Agree	Disagree	Not sure	No response
TST1	63	Administrators and teachers support one another.	Agree	Disagree	Not sure	No response
TST2	64	Teachers, other personnel, and administrators function as a good team.	Agree	Disagree	Not sure	No response

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3.2 Survey of Attitudes and Beliefs: Teachers and Other School Personnel (estimated time is 15 minutes)

Instructions	*Hello. My name is [Insert Name] and I am from [Insert Name]. My colleagues and I are here to learn about how to make schools safe for students. During this interview, I am going to read some statements to you about your school. Think about whether you agree or disagree with each of the statements that I read to you. If you agree with the statement, then say, "Agree." If you do not agree with the statement, then say "Disagree." If you are not sure, then you may tell me that you are "Not sure." If you can, I would like for you to try your best to tell me whether you "Agree" or "Disagree." Remember, everything that we talk about here and everything that you say will be kept private. I will not share your name or what you say in our interview.*

Continue or Opt Out?	*You have given your consent to participate in this study, but you can stop at any time or can choose not to answer any question that makes you feel uncomfortable. If at any time you become upset, there is a trained counselor here who you can speak with confidentially. Would you like to continue?*	Yes	No

Practice Question 1	*Here is the first practice question:* Blue is a very beautiful color. *Do you "Agree" or "Disagree" with this statement? If you agree with the statement, say "Agree." If you do not agree, say "Disagree." If you are not sure, say "Not sure."*
Practice Question 2	*Here is the second practice question:* Cake is very good to eat. *Do you "Agree" or "Disagree" with this statement? If you agree with the statement, say "Agree." If you do not agree, say "Disagree." If you are not sure, say "Not sure."*

Common Identifier	Question Number	Attitude Statements	Responses			
GNH01	1	Only men should work for pay outside of the home.	Agree	Disagree	Not sure	No response
GNS10	2	It is not a problem for a girl to act or dress more like a boy.	Agree	Disagree	Not sure	No response
PR01	3	Girls like it when boys tease and make fun of them.	Agree	Disagree	Not sure	No response
GNH02	4	If the father and mother both work, fathers should share in cooking and cleaning.	Agree	Disagree	Not sure	No response
GNS01	5	It is acceptable for a girl to get married before she is ** years old [** = Local Legal Age of Consent].	Agree	Disagree	Not sure	No response
PR02	6	Even if a boy is tempted by the way that a girl is dressed, he should not assume that the girl wants attention.	Agree	Disagree	Not sure	No response
GNH03	7	In a home, the wife should help make decisions about spending money.	Agree	Disagree	Not sure	No response
GNS02	8	Girls should not continue in school if they get married.	Agree	Disagree	Not sure	No response
PR03	9	It is acceptable for girls to have sex with older men if they want things such as a cell phone, money, or jewelry.	Agree	Disagree	Not sure	No response

GNS03	10	Girls and boys should be treated equally in the classrooms by their teachers.	Agree	Disagree	Not sure	No response
GNH04	11	It is acceptable for a woman to disagree with her husband.	Agree	Disagree	Not sure	No response
GNS04	12	Girls are generally more intelligent than boys.	Agree	Disagree	Not sure	No response
PR04	13	It is not acceptable for a teacher to get a girl pregnant, even if he marries her.	Agree	Disagree	Not sure	No response
GNH05	14	There are times when a man needs to beat his wife.	Agree	Disagree	Not sure	No response
GNS05	15	Girls should be able to play sports at school.	Agree	Disagree	Not sure	No response
PR05	16	Older boys and men are wrong to make sexual comments to girls when the girls are walking to school.	Agree	Disagree	Not sure	No response
GNH06	17	Both men and women should be able to own land and property.	Agree	Disagree	Not sure	No response
GNS06	18	It is more important for boys than girls to perform well in school.	Agree	Disagree	Not sure	No response
PR06	19	Older students do not have the right to be mean to younger students just because they are older.	Agree	Disagree	Not sure	No response
GNS07	20	A pregnant girl should be allowed to go to school.	Agree	Disagree	Not sure	No response
GNH07	21	The father should have more say than the mother in making family decisions.	Agree	Disagree	Not sure	No response
GNS08	22	It is not a problem for a boy to act or dress more like a girl.	Agree	Disagree	Not sure	No response
PR07	23	A student should try to fit in with friends, even if it means picking on another student.	Agree	Disagree	Not sure	No response
GNH08	24	A mother should tolerate violence from the father in order to keep the family together.	Agree	Disagree	Not sure	No response
GNS09	25	Boys are usually more intelligent than girls.	Agree	Disagree	Not sure	No response
PR08	26	Boys who act like girls deserve to be called names like sissy or gay [Insert Local Terms or Equivalent].	Agree	Disagree	Not sure	No response
IPV01	27	It is not acceptable for a girl to hit her boyfriend.	Agree	Disagree	Not sure	No response
IPV04	28	Boys sometimes deserve to be hit by the girls they are dating.	Agree	Disagree	Not sure	No response
IPV05	29	It is not acceptable for a boy to hit his girlfriend.	Agree	Disagree	Not sure	No response
IPV06	30	Hitting a boyfriend or girlfriend is not that big of a deal.	Agree	Disagree	Not sure	No response
IPV07	31	Girls sometimes deserve to be hit by the boys they are dating.	Agree	Disagree	Not sure	No response
IPV09	32	Teenagers should not engage in touching, kissing, or sexual activity unless both partners are comfortable with it.	Agree	Disagree	Not sure	No response

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IPV10	33	A girl who is not a virgin does not deserve to be respected.	Agree	Disagree	Not sure	No response
IPV11	34	If a boy and girl have already been intimate, then it is OK for him to force her to have sex even if she does not want to.	Agree	Disagree	Not sure	No response
IPV12	35	Girls and boys have equal say in deciding whether and when to become sexually intimate.	Agree	Disagree	Not sure	No response
GNS11	36	Schooling should help train girls and boys to obey their distinct gender roles and responsibilities in society.	Agree	Disagree	Not sure	No response
PR09	37	Parents should get involved when their child seems hurt or upset by someone.	Agree	Disagree	Not sure	No response
GNS12	38	Teachers have a role in helping students learn about and practice gender equality.	Agree	Disagree	Not sure	No response
PR10	39	A teacher should not intervene in a student's personal relationships, even if the student seems hurt or upset by someone.	Agree	Disagree	Not sure	No response
GNS13	40	Schooling should help girls and boys discover who they are and find their own style.	Agree	Disagree	Not sure	No response
OQ01	41a	Do you believe that it is the role of the teacher to instruct children about gender equality?	Yes	No	Not sure	No response
	41b	**If "Yes" =>** How would you do this?	Write response			No response
	41c	**If "No" =>** Why not?	Write response			No response
OQ02	42a	Do you believe that it is the responsibility of the teacher to take action to eliminate sexual violence in your schools?	Yes	No	Not sure	No response
	42b	**If "Yes" =>** If you had the chance, what would be some of the things you would do?	Write response			No response
	42c	What would be some of the barriers to doing this?	Write response			No response
	42d	**If "No" =>** Why not?	Write response			No response

3.3 Survey of Experiences of SRGBV: Teachers and Other School Personnel (estimated time is 25 to 35 minutes)

Part I—Teacher Support and Disciplinary Strategies		*My colleagues and I are here to learn about gender-based violence that takes place in schools in [Name Geographical or Political Region of Study]. Studies from around the world have shown that teachers and school personnel are sometimes perpetuators of sexual harassment or abuse of students. During this interview, I will read to you specific behaviors of sexual harassment and sexual abuse in schools. Then, I will ask you how often you have heard about and/or witnessed the particular behavior stated. Your honest and full disclosure is greatly appreciated. For each type of sexual harassment mentioned, please indicate how many times you have heard about and/or witnessed a teacher or other personnel doing these things. Please indicate your response from the following options: "Never," "Once," "A few times," or "Many times." After this section, I will ask you some general questions about school violence that takes place among students such as bullying [Insert Local Term] and other forms of physical or psychological intimidation and sexual violence (SV) among students.*				
Continue or Opt Out?		*You have given you consent to participate in this study, but you can stop at any time or can choose not to answer any question that makes you feel uncomfortable. Would you like to continue?*				Yes	No
Witness SV	1	Make sexual comments to a student.	Never	Once	A few times	Many times	No response
Witness SV	2	Make negative comments about a students' perceived or real sexual identity, heterosexual or homosexual (gay or lesbian)	Never	Once	A few times	Many times	No response
Witness SV	3	Make proposals of love to a student.	Never	Once	A few times	Many times	No response
Witness SV	4	Kiss a student in a sexual way.	Never	Once	A few times	Many times	No response
Witness SV	5	Touch, grab, or pinch a student on his or her buttocks, breast, or genitals.	Never	Once	A few times	Many times	No response
Witness SV	6	Expose themselves to a student.	Never	Once	A few times	Many times	No response
Witness SV	7	Involve a student in any sexual activities other than kissing and touching (including sexual intercourse).	Never	Once	A few times	Many times	No response
Witness SV	8	Give a student good marks because he or she did something sexual with a teacher or other personnel.	Never	Once	A few times	Many times	No response
Witness SV	9	Threaten to give a student bad marks if he or she did not do something sexual with a teacher or other personnel.	Never	Once	A few times	Many times	No response

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Witness SV	10	Offer a student money, gifts, or food in exchange for doing something sexual with a teacher or other personnel.	Never	Once	A few times	Many times	No response
Witness SV	11	Offer to marry a student if the student would have sexual intercourse with the teacher or the other personnel.	Never	Once	A few times	Many times	No response
Witness SV	12	What did you usually do when you witnessed or heard about these things?	Write response				No response
Witness SV	13	Did you tell a friend about it?	Never	Once	A few times	Many times	No response
Witness SV	14	Did you tell another teacher about it?	Never	Once	A few times	Many times	No response
Witness SV	15	Did you tell someone in the community about it?	Never	Once	A few times	Many times	No response
Witness SV	16	If you told someone in the community about it, who did you tell?	Write response				No response
Witness SV	17	Did you report the behavior to the Head Teacher or to another administrator? **If "No" or "No response" => Jump to Question 19**	Never	Once	A few times	Many times	No response
Witness SV	18	What was the response from the Head Teacher or the other administrator?	Write response				No response
Witness SV	19	Did you report the incident to a teacher or to another school official? **If "No" or "No response" => Jump to Question 21**	Never	Once	A few times	Many times	No response
Witness SV	20	What was the response from the teacher or other school official?	Write response				No response
Witness SV	21	Did you report the incident to the police or to another government official? **If "No" or "No response" => Jump to Question 23**	Never	Once	A few times	Many times	No response
Witness SV	22	What was the response from the police or other government official?	Write response				No response

Witness SV	23	Did you want to report the incident to an official, but you did not do it? **If "No" or "No response" => Jump to Question 25**	Never	Once	A few times	Many times	No response
Witness SV	24	What kept you from telling an official about the incident?	Write response				No response
Witness SV	25	When you witnessed or heard about these things, how did it make you feel?	Write response				No response

Next, I will ask you some questions about how you perceive the frequency of different types of violence in your schools. Please think about each of the described behaviors and tell me how often you believe that these behaviors took place in your school during the past school term. Please choose from the following responses: "Never," "Sometimes," or "Often." If you are unsure, say "Not sure."

Let us begin: During the past school term, how often did you observe the following:

Psychological bullying	26	Bullying [Insert Local Term] between students that is characterized by children using abusive language or name calling?	Never	Sometimes	Often	Not sure	No response
Physical bullying	27	Physical bullying [Insert Local Term] between students that is characterized by children pushing, hitting, or grabbing each other's clothes?	Never	Sometimes	Often	Not sure	No response
Relational bullying	28	Students purposefully leaving students out of their group or ostracizing them?	Never	Sometimes	Often	Not sure	No response
Bullying disabled	29	Students bullying disabled children?	Never	Sometimes	Often	Not sure	No response
Relational bullying	30	Boys sexually harassing girls?	Never	Sometimes	Often	Not sure	No response
Sexual harassment	31	Girls sexually harassing boys?	Never	Sometimes	Often	Not sure	No response
Sexual harassment	32	Boys beating, hitting, or otherwise harming their presumed girlfriends?	Never	Sometimes	Often	Not sure	No response

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Sexually harassment	33	Girls beating, hitting, or otherwise harming their presumed boyfriends?	Never	Sometimes	Often	Not sure	No response
Corporal punishment	34	Teachers publicly humiliating students for punishment?	Never	Sometimes	Often	Not sure	No response
Corporal punishment	35	Teachers hitting, pushing, or using a whip or cane to punish a student?	Never	Sometimes	Often	Not sure	No response
Corporal punishment	36	Teachers asking students to engage in physical labor as a form of punishment?	Never	Sometimes	Often	Not sure	No response
Corporal punishment	37	Teachers asking students to sit, kneel, or stand for long periods of time for punishment?	Never	Sometimes	Often	Not sure	No response

3.4 Survey of Teacher Disciplinary Practices (estimated time is 25 to 35 minutes)

<table>
<tr><td colspan="8" align="center">**Survey of Teacher Disciplinary Practices**</td></tr>
<tr>
<td colspan="2" align="center">Instructions</td>
<td colspan="6">My colleagues and I are here to learn about the methods teachers in [Name Geographical or Political Region of Study] use to encourage children to improve in their schoolwork and in their behavior. During this interview, I will read a variety of methods for encouraging and disciplining students. Please indicate how frequently you used these techniques in the past school term by choosing from the following response choices: "Never," Once," "A few times," and "Many times." Remember, everything that we talk about here and everything that you say will be confidential. Your name will not be placed on any of the response sheets, and none of your responses will be associated with your name.</td>
</tr>
<tr>
<td colspan="2" align="center">Continue or Opt Out?</td>
<td colspan="4">You have given your consent to participate in this study, but you can stop at any time or can choose not to answer any question that makes you feel uncomfortable. If at any time you feel upset, there is a trained counselor here that you can speak with confidentially. Would you like to continue?</td>
<td align="center">Yes</td>
<td align="center">No</td>
</tr>
<tr>
<td align="center">Common Identifier</td>
<td align="center">Question Number</td>
<td align="center">In the past year, how many times did you …</td>
<td colspan="5" align="center">Responses</td>
</tr>
<tr>
<td align="center">TDISC</td>
<td align="center">1</td>
<td>Reward a student for good behavior such as assisting in the classroom or keeping quiet during group activities.</td>
<td>Never</td>
<td>Once</td>
<td>A few times</td>
<td>Many times</td>
<td>No response</td>
</tr>
<tr>
<td align="center">TDISC</td>
<td align="center">2</td>
<td>Reward a student for improving in his or her school work.</td>
<td>Never</td>
<td>Once</td>
<td>A few times</td>
<td>Many times</td>
<td>No response</td>
</tr>
<tr>
<td align="center">TDISC</td>
<td align="center">3</td>
<td>Recognize a student publicly for working hard and improving his or her work.</td>
<td>Never</td>
<td>Once</td>
<td>A few times</td>
<td>Many times</td>
<td>No response</td>
</tr>
<tr>
<td align="center">TDISC</td>
<td align="center">4</td>
<td>Discuss a disciplinary problem with the student and advise on how she or he could improve.</td>
<td>Never</td>
<td>Once</td>
<td>A few times</td>
<td>Many times</td>
<td>No response</td>
</tr>
<tr>
<td align="center">TDISC</td>
<td align="center">5</td>
<td>Ask the student what he or she feels would be a fair disciplinary action.</td>
<td>Never</td>
<td>Once</td>
<td>A few times</td>
<td>Many times</td>
<td>No response</td>
</tr>
<tr>
<td align="center">TDISC</td>
<td align="center">6</td>
<td>Discuss a problem with the student's parents.</td>
<td>Never</td>
<td>Once</td>
<td>A few times</td>
<td>Many times</td>
<td>No response</td>
</tr>
<tr>
<td align="center">TDISC</td>
<td align="center">7</td>
<td>Give extra homework so that a student can improve his or her school work.</td>
<td>Never</td>
<td>Once</td>
<td>A few times</td>
<td>Many times</td>
<td>No response</td>
</tr>
</table>

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TDISC	8	Have the student stay in the classroom during break.	Never	Once	A few times	Many times	No response
TDISC	9	Ask the student to stay after school in detention.	Never	Once	A few times	Many times	No response
TDISC	10	Ask a student to perform chores at the school as punishment.	Never	Once	A few times	Many times	No response
TDISC	11	Ask the student to perform chores at your house as punishment.	Never	Once	A few times	Many times	No response
TDISC	12	Send a student to the office of the head teacher so that the student would be disciplined by the head teacher	Never	Once	A few times	Many times	No response
TDISC	13	Recommend that a student be suspended from school.	Never	Once	A few times	Many times	No response
TDISC	14	Shout at a student in class for performing poorly or misbehaving.	Never	Once	A few times	Many times	No response
TDISC	15	Make a student sit in the corner of the room.	Never	Once	A few times	Many times	No response
TDISC	16	Strike a student with your hand as punishment.	Never	Once	A few times	Many times	No response
TDISC	17	Strike a student with any type of object such as a cane or stick as punishment.	Never	Once	A few times	Many times	No response
TDISC	18	Pulled or twisted the ear of a student as punishment.	Never	Once	A few times	Many times	No response
TDISC	19	Make a student stand or kneel as punishment.	Never	Once	A few times	Many times	No response

Annex 4—Survey Instruments for Parents and Other Caregivers

- 4.1 Survey of Perceptions of School Climate: Parents or Other Caregivers (estimated time is 10 minutes)

- 4.2 Survey of Attitudes and Beliefs: Parents or Other Caregivers (estimated time is 15 minutes)

4.1 Survey of Perceptions of School Climate: Parents or Other Caregivers (estimated time is 10 minutes)

Instructions	*Hello. My name is [Insert Name] and I am from [Insert Name]. My colleagues and I are here to learn about how to make schools safe for students. During this interview, I am going to read some statements to you about your school. Think about whether you agree or disagree with each of the statements that I read to you. If you agree with the statement, then say, "Agree." If you do not agree with the statement, then say "Disagree." If you are not sure, then you may tell me that you are "Not sure." If you can, I would like for you to try your best to tell me whether you "Agree" or "Disagree." Remember, everything that we talk about here and everything that you say will be kept private. I will not share your name or what you say in our interview.*		

Continue or Opt Out?	*You have given your consent to participate in this study, but you can stop at any time or can choose not to answer any question that makes you feel uncomfortable. If at any time you become upset, there is a trained counselor here who you can speak with confidentially. Would you like to continue?*	Yes	No

Practice Question 1	*Here is the first practice question:* At this school, we start class at 8:00 in the morning. *Do you "Agree" or "Disagree" with this statement? If you agree with the statement, say "Agree." If you do not agree, say "Disagree." If you are not sure, say "Not sure."*

Practice Question 2	*Here is the second practice question:* At this school, students wear uniforms. *Do you "Agree" or "Disagree" with this statement? If you agree with the statement, say "Agree." If you do not agree, say "Disagree." If you are not sure, say "Not sure."*

Common Identifier	Item Number	The survey administrator begins by saying: *In this school …*	Responses			
SS7	1	Students treat each other with respect.	Agree	Disagree	Not sure	No response
BDI23	2	Most students work hard on their school work.	Agree	Disagree	Not sure	No response
TS3	3	Students like their teachers.	Agree	Disagree	Not sure	No response
TS6	4	Teachers like their students.	Agree	Disagree	Not sure	No response
TS4	5	Teachers care about the students they teach.	Agree	Disagree	Not sure	No response
TS2	6	Teachers listen to students when they discuss their problems.	Agree	Disagree	Not sure	No response
TS5	7	Teachers rarely help students individually with their school work.	Agree	Disagree	Not sure	No response
BDI19	8	Students from different religious backgrounds are friendly to each other.	Agree	Disagree	Not sure	No response
SS1	9	Boys and girls are not very nice to each other.	Agree	Disagree	Not sure	No response
BDI22	10	Students treat orphans and students who are very poor the same as other students.	Agree	Disagree	Not sure	No response
BDI8	11	Students from different races and ethnic backgrounds [Insert Local Terms, e.g., tribes] do not get along.	Agree	Disagree	Not sure	No response

BDI18	12	Teachers treat students of different religious backgrounds [Insert Local Terms] the same.	Agree	Disagree	Not sure	No response
BDI5	13	Teachers treat girls and boys equally.	Agree	Disagree	Not sure	No response
BDI6	14	Teachers rarely call on orphans in class.	Agree	Disagree	Not sure	No response
BDI9	15	Teachers rarely call very poor students in class.	Agree	Disagree	Not sure	No response
BDI7	16	Teachers treat students of all races and ethnic backgrounds [Insert Local Terms, e.g., tribes] the same.	Agree	Disagree	Not sure	No response
CPS9	17	Students know what the rules are in class and school.	Agree	Disagree	Not sure	No response
DF10	18	The consequences of breaking school rules are fair.	Agree	Disagree	Not sure	No response
DF1	19	Students are punished too much for little things.	Agree	Disagree	Not sure	No response
DF2	20	Students are rewarded when they do well in their classwork.	Agree	Disagree	Not sure	No response
DF9	21	Students are punished unfairly.	Agree	Disagree	Not sure	No response
DF8	22	Students are sometimes afraid to go to school for fear of punishment.	Agree	Disagree	Not sure	No response
DF7	23	Use of the cane [Insert Local Term] or other forms of physical discipline (e.g., pulling ears, kicking, slapping, standing in the sun) is common.	Agree	Disagree	Not sure	No response
S1	24	Gangs [Insert Local Term] are a problem.	Agree	Disagree	Not sure	No response
S13	25	Violence is a problem.	Agree	Disagree	Not sure	No response
S7	26	Students often worry that other students might be mean to them.	Agree	Disagree	Not sure	No response
SS6	27	Students get along with each other.	Agree	Disagree	Not sure	No response
S2	28	Girls feel safe at school.	Agree	Disagree	Not sure	No response
S12	29	Boys feel safe at school.	Agree	Disagree	Not sure	No response
SS5	30	Students often threaten other students and call them names.	Agree	Disagree	Not sure	No response
S5a	31	There are places in or near the school where it is not safe for girls to go alone.	Agree	Disagree	Not sure	No response
S5b	32	There are places in or near the school where it is not safe for boys to go alone.	Agree	Disagree	Not sure	No response
S4a	33	Girls do not feel safe traveling to and from school.	Agree	Disagree	Not sure	No response
S4b	34	Boys do not feel safe traveling to and from school.	Agree	Disagree	Not sure	No response
CPS1	35	Students know who to report to when they experience or witness violence.	Agree	Disagree	Not sure	No response

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CPS10	36	School officials rarely do anything when students hurt other students.	Agree	Disagree	Not sure	No response
S11	37	Students know what it means to be sexually harassed or sexually assaulted [Insert Local Terms].	Agree	Disagree	Not sure	No response
S9	38	Students are afraid to report incident(s) of sexual harassment or sexual violence [insert local term]	Agree	Disagree	Not sure	No response
CPS8	39	There are programs [Insert Local Terms, e.g., clubs] for students to learn about and discuss sexual harassment and sexual violence [Insert Local Terms].	Agree	Disagree	Not sure	No response
CPS17	40	There are no student groups [Insert Local Terms] where boys and girls can openly discuss the problems that they face inside or outside of school.	Agree	Disagree	Not sure	No response
CPS2	41	Teachers or school officials immediately take action when students report incident(s) of violence.	Agree	Disagree	Not sure	No response
CPS5	42	The School Code of Conduct is known by teachers and other school staff and is strictly enforced.	Agree	Disagree	Not sure	No response
CPS16	43	Guidance counselors [Insert Term Used at the School, e.g., senior woman and senior man teacher] are helpful to students when the students are in trouble.	Agree	Disagree	Not sure	No response
CPS7	44	When needed, individual assistance and psychological counseling [Insert Local Terms] are provided to students.	Agree	Disagree	Not sure	No response
CPS11	45	Teachers listen to the concerns of parents.	Agree	Disagree	Not sure	No response
CPS12	46	Teachers work closely with parents to help students when the students have problems.	Agree	Disagree	Not sure	No response
CPS18	47	Teachers do a good job with communicating with parents.	Agree	Disagree	Not sure	No response

4.2 Survey of Attitudes and Beliefs: Parents or Other Caregivers (estimated time is 15 minutes)

Instructions	*Hello. My name is [Insert Name] and I am from [Insert Name]. My colleagues and I are here to learn about how to make schools safe for students. During this interview, I am going to read some statements to you about your school. Think about whether you agree or disagree with each of the statements that I read to you. If you agree with the statement, then say, "Agree." If you do not agree with the statement, then say "Disagree." If you are not sure, then you may tell me that you are "Not sure." If you can, I would like for you to try your best to tell me whether you "Agree" or "Disagree." Remember, everything that we talk about here and everything that you say will be kept private. I will not share your name or what you say in our interview.*				
Continue or Opt Out?	*You have given your consent to participate in this study, but you can stop at any time or can choose not to answer any question that makes you feel uncomfortable. If at any time you become upset, there is a trained counselor here who you can speak with confidentially. Would you like to continue?*	Yes		No	
Practice Question 1	*Here is the first practice question:* Blue is a very beautiful color. *Do you "Agree" or "Disagree" with this statement? If you agree with the statement, say "Agree." If you do not agree, say "Disagree." If you are not sure, say "Not sure."*				
Practice Question 2	*Here is the second practice question:* Cake is very good to eat. *Do you "Agree" or "Disagree" with this statement? If you agree with the statement, say "Agree." If you do not agree, say "Disagree." If you are not sure, say "Not sure."*				

Common Identifier	Question Number	Attitude Statements	Responses			
GNH01	1	Only men should work for pay outside of the home.	Agree	Disagree	Not sure	No response
GNS10	2	It is not a problem for a girl to act or dress more like a boy.	Agree	Disagree	Not sure	No response
PR01	3	Girls like it when boys tease and make fun of them.	Agree	Disagree	Not sure	No response
GNH02	4	If the father and mother both work, fathers should share in cooking and cleaning.	Agree	Disagree	Not sure	No response
GNS01	5	It is acceptable for a girl to get married before she is ** years old [** = Local Legal Age of Consent].	Agree	Disagree	Not sure	No response
PR02	6	Even if a boy is tempted by the way that a girl is dressed, he should not assume that the girl wants attention.	Agree	Disagree	Not sure	No response
GNH03	7	In a home, the wife should help make decisions about spending money.	Agree	Disagree	Not sure	No response
GNS02	8	Girls should not continue in school if they get married.	Agree	Disagree	Not sure	No response
PR03	9	It is acceptable for girls to have sex with older men if they want things such as a cell phone, money, or jewelry.	Agree	Disagree	Not sure	No response

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GNS03	10	Girls and boys should be treated equally in the classrooms by their teachers.	Agree	Disagree	Not sure	No response
GNH04	11	It is acceptable for a woman to disagree with her husband.	Agree	Disagree	Not sure	No response
GNS04	12	Girls are generally more intelligent than boys.	Agree	Disagree	Not sure	No response
PR04	13	It is not acceptable for a teacher to get a girl pregnant, even if he marries her.	Agree	Disagree	Not sure	No response
GNH05	14	There are times when a man needs to beat his wife.	Agree	Disagree	Not sure	No response
GNS05	15	Girls should be able to play sports at school.	Agree	Disagree	Not sure	No response
PR05	16	Older boys and men are wrong to make sexual comments to girls when they are walking to school.	Agree	Disagree	Not sure	No response
GNH06	17	Both men and women should be able to own land and property.	Agree	Disagree	Not sure	No response
GNS06	18	It is more important for boys than girls to perform well in school.	Agree	Disagree	Not sure	No response
PR06	19	Older students do not have the right to be mean to younger students just because they are older.	Agree	Disagree	Not sure	No response
GNS07	20	A pregnant girl should be allowed to go to school.	Agree	Disagree	Not sure	No response
GNH07	21	The father should have more say than the mother in making family decisions.	Agree	Disagree	Not sure	No response
GNS08	22	It is not a problem for a boy to act or dress more like a girl.	Agree	Disagree	Not sure	No response
PR07	23	A student should try to fit in with friends, even if it means picking on another student.	Agree	Disagree	Not sure	No response
GNH08	24	A mother should tolerate violence from the father in order to keep the family together.	Agree	Disagree	Not sure	No response
GNS09	25	Boys are usually more intelligent than girls.	Agree	Disagree	Not sure	No response
PR08	26	Boys who act like girls deserve to be called names like sissy or gay [Insert Local Terms or Equivalent].	Agree	Disagree	Not sure	No response
IPV01	27	It is not acceptable for a girl to hit her boyfriend.	Agree	Disagree	Not sure	No response
IPV04	28	Boys sometimes deserve to be hit by the girls they are dating.	Agree	Disagree	Not sure	No response
IPV05	29	It is not acceptable for a boy to hit his girlfriend.	Agree	Disagree	Not sure	No response
IPV06	30	Hitting a boyfriend or girlfriend is not that big of a deal.	Agree	Disagree	Not sure	No response
IPV07	31	Girls sometimes deserve to be hit by the boys they are dating.	Agree	Disagree	Not sure	No response

IPV09	32	Teenagers should not engage in touching, kissing, or sexual activity unless both partners are comfortable with it.	Agree	Disagree	Not sure	No response
IPV10	33	A girl who is not a virgin does not deserve to be respected.	Agree	Disagree	Not sure	No response
IPV11	34	If a boy and girl have already been intimate, then it is OK for him to force her to have sex even if she does not want to.	Agree	Disagree	Not sure	No response
IPV12	35	Girls and boys have equal say in deciding whether and when to become sexually intimate.	Agree	Disagree	Not sure	No response
GNS11	36	Schooling should help train girls and boys to obey their distinct gender roles and reponsibilities in society.	Agree	Disagree	Not sure	No response
PR09	37	Parents should get involved when their child seems hurt or upset by someone.	Agree	Disagree	Not sure	No response
GNS12	38	Teachers have a role in helping students learn about and practice gender equality.	Agree	Disagree	Not sure	No response
PR10	39	A teacher should not intervene in a student's personal relationships, even if the student seems hurt or upset by someone.	Agree	Disagree	Not sure	No response
GNS13	40	Schooling should help girls and boys discover who they are and find their own style.	Agree	Disagree	Not sure	No response
OQ03	41	As a parent, what can you do to protect your children from verbal harrassment that they may encounter at school or on the way to or from school?	Write response			No response
OQ04	42	As a parent, what can you do to protect your children from physical or sexual harm that they may encounter at school or on the way to or from school?	Write response			No response

Annex 5—Ethics Guidance for Research with Children Using U.S. Government Funds

This guidance and associated Worksheet D are designed to help you with the special regulatory requirements (45 *Code of Federal Regulations* [CFR] 46 Subpart D) that apply to research with children. If your research will include children as respondents, then complete and attach a Worksheet D for Research with Children to your Institutional Review Board (IRB) Submission Form.

1. **When do these special regulations apply?**

   Children are defined in 45 CFR 46.402 as "persons who have not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law of the jurisdiction in which the research will be conducted."

2. **Why are there special protections for children?**

   Because children are especially vulnerable, it is particularly important to take appropriate considerations when they are involved in research. To safeguard their interests and to protect them from harm, special ethical and regulatory considerations are in place for reviewing research involving children.

3. **The regulations only allow research with children that falls within the following categories:**

   a. **Research involving no more than minimal risk to participants**

      The IRB must find that no greater than minimal risk to children is presented in the research and that adequate provisions are made for soliciting the assent of the children and the permission of their parents or guardians. *"Minimal risk" means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.*

   b. **Research involving greater than minimal risk but presenting the prospect of direct benefit to the individual subjects**

      The IRB must find that: (A) the risk is justified by the anticipated benefit to the subjects; (B) the relation of the anticipated benefit to the risk is at least as favorable to the subjects as that presented by available alternative approaches; and (C) adequate provisions are made for soliciting the assent of the children and permission of their parents or guardians.

c. **Research involving greater than minimal risk and no prospect of direct benefit to individual subjects, but likely to yield generalizable knowledge about the respondent's disorder or condition**

The IRB must find that: (A) the risk represents a minor increase over minimal risk; (B) the intervention or procedure presents experiences to subjects that are reasonably commensurate with those inherent in their actual or expected medical, dental, psychological, social, or educational situations; (C) the intervention or procedure is likely to yield generalizable knowledge about the respondent's disorder or condition which is of vital importance for the understanding or amelioration of the respondent's disorder or condition; and (D) adequate provisions are made for soliciting assent of the children and permission of their parents or guardians.

d. **Research not otherwise approvable which presents an opportunity to understand, prevent, or alleviate a serious problem affecting the health or welfare of children**

The IRB must find that the research presents a reasonable opportunity to further the understanding, prevention, or alleviation of a serious problem affecting the health or welfare of children. In addition, the Secretary of U.S. Department of Health and Human Services (DHHS) must convene a panel of experts to determine whether the research can proceed.

4. **What additional requirements apply if children are considered to be "wards of the state"?**

Although the federal regulations have additional requirements for children who are wards of the state (or any other agency, institution, or entity) at 45 CFR 46.409, there is no definition for this term in those regulations. In the United States, there is variability in state laws about who is a ward. A foster child or a child who is in penal custody is usually considered to be a ward. Some states have additional requirements (beyond the federal regulations) for research with children who are wards. Therefore, the Project Team needs to know whether they are including children who are defined as "wards" in their research and how local laws will impact the proposed research.

The federal regulations specify that research with children who are wards has two additional requirements **if the research falls into categories (C) or (D) in Item 3 previously discussed** *(which are both categories of studies with more than minimal risk to participants)*.

- The research **must** be related to their status as wards **or** conducted in a setting in which the majority of children involved as subjects are not wards.

- There is a requirement to appoint an advocate for each child who is a ward.

5. What are the consent requirements for research with children?

Children are not able to legally valid consent because they have not reached their full intellectual and emotional capacities. Therefore, the permission of their parent(s) or legally authorized representative must be obtained before a child is involved in research. In addition, the IRB must determine that adequate provisions are made for soliciting assent from the child, when the child is capable of providing assent.

When parental permission is obtained, the permission of *one* parent is sufficient for research in categories (A) or (B) above. However, for research in categories (C) or (D) above, permission is needed from *both* parents, unless one parent is deceased, unknown, incompetent, or not reasonably available, or when only one parent has legal responsibility for the care and custody of the child.

For studies seeking to use so-called *passive consent* (i.e., a *waiver of parental permission)*, or an alteration of some or all of the elements of informed consent, the following requirements must be met according to 45 CFR 46.116(D):

1. The research involves no more than minimal risk to the subjects

2. The waiver or alteration will not adversely affect the rights and welfare of the subjects

3. The research could not practicably be carried out without the waiver or alteration

4. Whenever appropriate, the subjects will be provided with additional pertinent information after participation.

In addition, if the IRB determines that a research protocol involve conditions or a subject population for which parental or guardian permission is not a reasonable requirement to protect the subjects (e.g., neglected or abused children), then the Board may waive the parental permission requirement, provided that an appropriate mechanism for protecting children who will participate as subjects in the research is substituted and that the waiver is not inconsistent with federal, state, or local law.

6. What about emancipated and/or mature minors?

If the study population will include emancipated and/or mature minors, then refer to the relevant state laws when developing the consent procedures for these groups. The definitions of emancipated and mature minor are as follows:

- *Emancipated minor*—A person who has not yet attained the age of legal competency as defined by state law, but who is entitled to treatment by virtue of assuming adult responsibilities, such as self-support, marriage, or procreation.

- *Mature minor*—A person who has not reached adulthood (as defined by state law), but who may be treated as an adult for specific purposes (e.g., consenting to some types of medical care such as family planning or drug abuse treatment).

Note: A mature minor is not necessarily an emancipated minor.

7. Where can I obtain more information about research with children?

More information regarding special protection for children as research subjects, including Frequently Asked Questions (FAQs), can be found at DHHS's Office of Human Research Protections Web site at http://www.hhs.gov/ohrp/policy/populations/children.html.

For information about informed consent checklists, see http://www.hhs.gov/ohrp/policy/consentckls.html.

Annex 6—QAS-04 Instrument

The Questionnaire Appraisal System QAS-04 is a tool that is used to evaluate and revise draft questions in assessments and surveys to identify and correct several potential issues, as discussed in Subsection 7.2.2 of this document. The complete tool is included in this annex. If needed, please reference the Dean et al., 2005 citation for further information about this this tool.

<center>**Form 1: Questionnaire Appraisal System (QAS-2004)**</center>

► **Step 1—Reading: Determine if it is difficult for the interviewers to read the question uniformly to all respondents or if the reading level is appropriate**

    1a. What to Read: Interviewer may have difficulty determining what parts of the question should be read.

    1b. Missing Information: Information the interviewer needs to administer the question is not contained in the question.

    1c. How to Read: Question is not fully scripted and therefore, difficult to read.

► **Step 2—Instructions: Look for problems with any introductions, instructions, or explanations from the respondent's point of view**

    2a. Conflicting or Inaccurate Instructions, introductions, or explanations.

    2b. Complicated Instructions, introductions, or explanations.

    2c. Missing or Inconsistent Instructions for "Do not know" and "Refused" answers.

► **Step 3—Clarity: Identify problems related to communicating the intent or meaning of the question to the respondent**

    3a. Wording: Question is lengthy, awkward, un grammatical, or contains complicated syntax.

    3b. Technical Term(s): Terms are undefined, unclear, or complex.

    3c. Vague: There are multiple ways to interpret the question or to decide what is to be included or excluded.

    3d. Reference Periods: are missing, not well specified, or in conflict.

    3e. Passive Voice: Question is written in passive voice. Active voice is clearer both in source language and in translation.

► **Step 4—Assumptions: Determine if there are problems with assumptions made or the underlying logic**

4a. **Inappropriate Assumptions** are made about the respondent or about his/her living situation.

4b. **Assumes Constant Behavior** or experience for situations that vary.

4c. **Double-Barreled:** Contains more than one implicit question.

► **Step 5—Knowledge/Memory: Check whether respondents are likely to not know or have trouble remembering information**

5a. **Knowledge** may not exist: Respondent is unlikely to know the answer to a factual question.

5b. **Attitude** may not exist: Respondent is unlikely to have formed the attitude being asked.

5c. **Recall** failure: Respondent may not remember the information asked for.

5d. **Computation** problem: The question requires a difficult mental calculation.

► **Step 6—Sensitivity/Bias: Assess questions for sensitive nature or wording and for bias**

6a. **Sensitive Content (general):** The question asks about a topic that is embarrassing, very private, or that involves illegal behavior. If question will be applied across cultures, it may be sensitive in some cultures, but not others.

6b. **Sensitive Wording (specific):** Given that the general topic is sensitive, the wording should be improved to minimize sensitivity.

6c. **Socially Acceptable** response is implied by the question. If question will be applied across cultures, social acceptability could vary.

► **Step 7—Response Categories: Assess the adequacy of the range of responses to be recorded**

7a. **Open-Ended Question** that is inappropriate or difficult.

7b. **Mismatch** between question and response categories.

7c. **Technical Term(s)** are undefined, unclear, or complex.

7d. **Vague** response categories are subject to multiple interpretations.

7e. **Overlapping** response categories.

7f. **Missing** eligible responses in response categories.

7g. **Illogical Order** of response categories.

► **Step 8—Cross-Cultural Considerations: Assess questions for inappropriate or ineffective cross-cultural references**

8a. **Reference Periods:** The reference period uses seasons, American MM/DD/YYYY format, or may be otherwise ambiguous or unusual in other cultures.

8b. **Knowledge** may not exist: Respondent is unlikely to know the answer to a factual question because he /she not familiar with the American culture (Example: health insurance).

8c. **Measuring Units:** Measuring units are from English system. If surveying Latin Americans or western European populations, the metric system should be used.

8d. **Assumptions:** The question includes culturally inappropriate assumptions or graphics. All statements related to sports, drugs, foods, drinks, activities, meal time, music, family ties, holidays, religion, books, magazines, school system, health system, and history should be evaluated.

8e. **Response Categories:** There is no equivalent concept or rating scale in foreign language. Avoid rating scales with more than 5 categories.

8f. **Name Format:** Response categories lack a space for other types of names. Spanish speakers use maternal last name as well as paternal last name, and other cultures list the family name as the first name.

8g. **Politeness:** Courtesy and politeness can differ in other cultures. Consider adding a "Please" before commands like, "Do not include …," "Mark every …," "List all …." Consider using "could" instead of "should," if possible. Some commands or instructions might be perceived as rude, and respondents could change their attitude towards participating.

► **Step 9—Potential Translation Problems: Identify problematic question characteristics**

9a. **Double Negatives:** This type of construction is hard to translate and can easily cause misunderstandings in other languages.

9b. **Idioms:** Many idioms do not have an equivalent in other languages.

9c. **Acronyms:** The acronyms have no meaning in other languages. Consider providing an explanation with the acronym.

9d. **Unclear Use of the Term "You":** "You" not defined as plural, singular, feminine, masculine, formal, or informal—a necessary step for translation.

9e. **Time Adverbs:** Question or response categories use adverbs to describe time, such as recently, lately, usually. Consider specifying time frame with number of days, weeks, and so on.

9f. **No Equivalent Term or Concept** in a foreign language. Text may require an additional explanation.

9g. References Applicable Only to English: Toll-free numbers, Web sites, contact information, books and other references are only available in the source language. Consider verifying which services or references are available in the target language. Also, consider using numbers instead of letter on telephone numbers.

9h. Adjectives Modifying Other Adjectives: Using adjectives to modify other adjectives (e.g., "house warming party," which must be literally translated as "A party in celebration of the purchase of a home in which guests take presents for the new home owner") is an uncommon grammatical usage languages other than English. Consider paraphrasing and clearly define each term.

► **Step 10—Cross-Question: Look for cross-question problems in the entire questionnaire**

10a. Question Placement. The questions are not positioned in the most adequate section or order.

10b. Data Collection Mode: Sensitive question may be more effective if it was administered through another data collection mode.

10c. Inconsistency with Other Questions: Wording or response categories lack consistency.

10d. Content of Previous Question Affects Meaning: Does the content of the previous question or section affect the interpretation of the current question?

10e. Skip Pattern Problem: Skip pattern is illogical or inadequate.

10f. Formatting: Layout or formatting is difficult to follow.

► **Step 11—Other Problems**

11a. Question Contains Irrelevant Information

11b. Inappropriate Reading Level

11c. Other Problems

Form 2: Questionnaire Appraisal System (QAS-2004) Form

Instructions: Use one form for each question to be reviewed. In reviewing each, make sure you follow the steps listed below.

1. Name of the questionnaire.

2. Write or type in question number or attach question.

> *Question number or question here:*

3. Proceed through the form. Circle or highlight or mark "Yes" or "No" for each problem type.

4. Whenever a "Yes" is marked, write detailed notes on this form that describe the problem.

► **Step 1—Reading: Determine if it is difficult for the interviewers to read the question uniformly to all respondents or if the reading level is appropriate**

1a. What to Read: Interviewer may have difficulty determining what parts of the question should be read.	Yes No

1b. Missing Information: Information the interviewer needs to administer the question is not contained in the question.	Yes No

1c. How to Read: Question is not fully scripted and therefore, difficult to read.	Yes No

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► **Step 2—Instructions: Look for problems with any introductions, instructions, or explanations from the respondent's point of view**

2a. Conflicting or Inaccurate Instructions, introductions, or explanations.	Yes No

2b. Complicated Instructions, introductions, or explanations.	Yes No

2c. Missing or Inconsistent Instructions for "Do not know" and "Refused" answers.	Yes No

► **Step 3—Clarity: Identify problems related to communicating the intent or meaning of the question to the respondent**

3a. Wording: Question is lengthy, awkward, un grammatical, or contains complicated syntax.	Yes No

3b. Technical Term(s) are undefined, unclear, or complex.	Yes No

3c. Vague: There are multiple ways to interpret the question or to decide what is to be included or excluded.	Yes No

3d. Reference Periods are missing, not well specified, or in conflict.	Yes No

3e. Passive Voice: Question is written in passive voice. Active voice is clearer both in source language and in translation.	Yes No

> **► Step 4 - Assumptions: Determine if there are problems with assumptions made or the underlying logic**

4a. Inappropriate Assumptions are made about the respondent or about his/her living situation.	Yes No

4b. Assumes Constant Behavior or experience for situations that vary.	Yes No

4c. Double-Barreled: Contains more than one implicit question.	Yes	No

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> **► Step 5—Knowledge/Memory: Check whether respondents are likely to not know or have trouble remembering information**

5a. Knowledge may not exist: Respondent is unlikely to know the answer to a factual question.	Yes	No

5b. Attitude may not exist: Respondent is unlikely to have formed the attitude being asked about.	Yes	No

5c. Recall failure: Respondent may not remember the information asked for.	Yes	No

5d. Computation problem: The question requires a difficult mental calculation.	Yes	No

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► **Step 6—Sensitivity/Bias: Assess questions for sensitive nature or wording and for bias**

6a. Sensitive Content (general): The question asks about a topic that is embarrassing, very private, or that involves illegal behavior. If question will be applied across cultures, it may be sensitive in some cultures but not others.	Yes	No

6b. Sensitive Wording (specific): Given that the general topic is sensitive, the wording should be improved to minimize sensitivity.	Yes	No

6c. Socially Acceptable response is implied by the question. If question will be applied across cultures, social acceptability could vary.	Yes	No

► **Step 7—Response Categories: Assess the adequacy of the range of responses to be recorded**

7a. Open-Ended Question that is inappropriate or difficult.	Yes	No

7b. Mismatch between question and response categories.	Yes	No

7c. Technical Term(S) are undefined, unclear, or complex.	Yes No

7d. Vague response categories are subject to multiple interpretations.	Yes No

7e. Overlapping response categories.	Yes No

7f. Missing eligible responses in response categories.	Yes No

7g. Illogical Order of response categories.	Yes No

► **Step 8—Cross-Cultural Considerations: Assess questions for inappropriate or ineffective cross-cultural references**

8a. Reference Periods: The reference period uses seasons, American MM/DD/YYYY format, or may be otherwise ambiguous or unusual in other cultures.	Yes No

8b. Knowledge may not exist: Respondent is unlikely to know the answer to a factual question because he/she not familiar with the American culture (example: health insurance).	Yes No

8c. Measuring Units: Measuring units are from English system. If surveying Latin American or Western European populations, the metric system should be used.	Yes No

8d. Assumptions: The question includes culturally inappropriate assumptions or graphics. All statements related to sports, drugs, foods, drinks, activities, meal time, music, family ties, holidays, religion, books, magazines, school system, health system, and history should be evaluated.	Yes No

8e. Response Categories: There is no equivalent concept or rating scale in foreign language. Avoid rating scales with more than five categories.	Yes No

8f. Name Format: Response categories lack a space for other types of names. Spanish speakers use maternal last name as well as paternal last name, and other cultures list the family name as the first name.	Yes No

8g. Politeness: Courtesy and politeness can differ in other cultures. Consider adding a "Please" before commands like, "Do not include …," "Mark every …," and "List all …." Consider using "could" instead of "should," if possible. Some commands or instructions might be perceived as rude, and respondents could change their attitude towards participating.	Yes	No

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► **Step 9—Potential Translation Problems: Identify problematic question characteristics**

9a. Double Negatives: This type of construction is hard to translate and can easily cause misunderstandings in other languages.	Yes	No

9b. Idioms: Many idioms do not have an equivalent in other languages.	Yes	No

9c. Acronyms: The acronyms have no meaning in other languages. Consider providing an explanation with the acronym.	Yes	No

9d. Unclear Use of the Term "You": "You" is not defined as plural, singular, feminine, masculine, formal, or informal—a necessary step for translation.	Yes	No

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9e. Time Adverbs: Question or response categories use adverbs to describe time, such as recently, lately, usually. Consider specifying time frame with number of days, weeks, etc.	Yes No

9f. No Equivalent Term or Concept in foreign language. Text may require an additional explanation.	Yes No

9g. References Applicable Only to English: Toll-free numbers, Web sites, contact information, books and other references are only available in the source language. Consider verifying which services or references are available in the target language. Also, consider using numbers instead of letters on telephone numbers.	Yes No

9h. Adjectives Modifying Other Adjectives: Using adjectives to modify other adjectives (e.g., "house warming party," which must be literally translated as "A party in celebration of the purchase of a home in which guests take presents for the new home owner") is an uncommon grammatical usage languages other than English. Consider paraphrasing and clearly define each term.	Yes No

► Step 10—Cross-Question: Look for cross-question problems in the entire questionnaire

10a. Question Placement. The questions are not positioned in the most adequate section or order.	Yes No

10b. Data Collection Mode: Sensitive question may be more effective if it was administered through another data collection mode.	Yes No

10c. Inconsistency with Other Questions: Wording or response categories lack consistency.	Yes No

10d. Content of Previous Question Affects Meaning: Does the content of the previous question or section affect the interpretation of the current question.	Yes No

10e. Skip Pattern Problem: Skip pattern is illogical or inadequate.	Yes No

10f. Formatting: Layout or formatting is difficult to follow.	Yes No

► Step 11—Other Problems

11a. Question Contains Irrelevant Information	Yes No

11b. Inappropriate Reading Level	Yes No

11c. Other Problems	Yes No

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