School-Related Gender-Based Violence Measurement Toolkit

This toolkit delivers practical guidance and resources for measuring the prevalence and extent of students' experiences of school-related gender-based violence (SRGBV), and provides methods for assessing key risk factors and drivers of SRGBV. School-related gender-based violence is a complex social problem rooted in widely held gender norms and practices that enable certain groups of people to have privileges and power, while disadvantaging others on the basis of their sex, sexuality, or gender identity. These gender norms and practices are often carried out and reinforced in schools, resulting in a school climate that can perpetuate inequalities, normalize violence, and compromise students' opportunities to learn. School-related gender-based violence affects millions of children and adolescents worldwide, and compromises their opportunities to benefit fully from education. Despite the growing awareness of the prevalence of SRGBV, there is currently not a standard measurement to precisely and accurately assess the prevalence and extent of SRGBV globally. In response, this toolkit provides a survey to measure all forms of SRGBV— specifically, **bullying, corporal punishment, and sexual violence.** In addition, the survey helps identify and measure the risk factors and drivers of SRGBV, such as gender attitudes and beliefs, school climate, and teacher disciplinary practices.

SCHOOL-RELATED GENDER-BASED VIOLENCE IS DEFINED AS:

"acts or threats of physical, sexual, or psychological violence or abuse that are based on gendered stereotypes or that target students on the basis of their sex, sexuality, or gender identities. SRGBV 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 non-formal schools, on school grounds, going to and from school, in school dormitories, in cyberspace, or through cell phone technology.

School-related gender-based violence may be perpetrated by teachers, students, or community members. Both girls and boys can be victims, as well as perpetrators." (USAID Education Policy [Washington, DC: USAID, 2018], 47.)

Chapter 1	**Chapter 2**	**Chapter 3**	**Chapter 4**
provides a foundation for understanding the purpose and the usage of the toolkit.	**describes the conceptual framework** for measuring SRGBV, including definitions of the various types of SRGBV and the associated risks and drivers of SRGBV.	**outlines the ethical and safety guidelines** to consider and to plan for when collecting data from children and adults on sensitive subjects such as SRGBV.	**describes the SRGBV survey,** including the three questionnaires for students, teachers, and caregivers as well as practical guidance for adapting and administering the questionnaires.

Figure 1.
The SRGBV Survey

Student Questionnaire

- Background and socioeconomic characteristics
- School climate
- Gender attitudes and beliefs
- Bullying
- Corporal punishment
- Sexual violence

Teacher Questionnaire

- Background and socioeconomic characteristics
- School climate
- Gender attitudes and beliefs
- Disciplinary practices

Caregiver Questionnaire

- Background and socioeconomic characteristics
- Gender attitudes and beliefs

What is included in the SRGBV Measurement Toolkit?

This toolkit contains a conceptual framework for measuring SRGBV, a school-based survey for measuring experiences of SRGBV, risk factors, and drivers, as well as practical guidance for implementing the survey.

Who is this toolkit for, and how can it be used?

The SRGBV Measurement Toolkit is intended as a resource for researchers interested in understanding the prevalence and extent of SRGBV, and in learning more about potential risk factors and drivers of SRGBV within the local context. Risk factors and drivers include gender attitudes, school climate, teachers' disciplinary practices, and demographic factors. As such, the toolkit provides an avenue for designing evidence-informed programs, evaluating SRGBV factors during situation analyses, or evaluating entire programs.
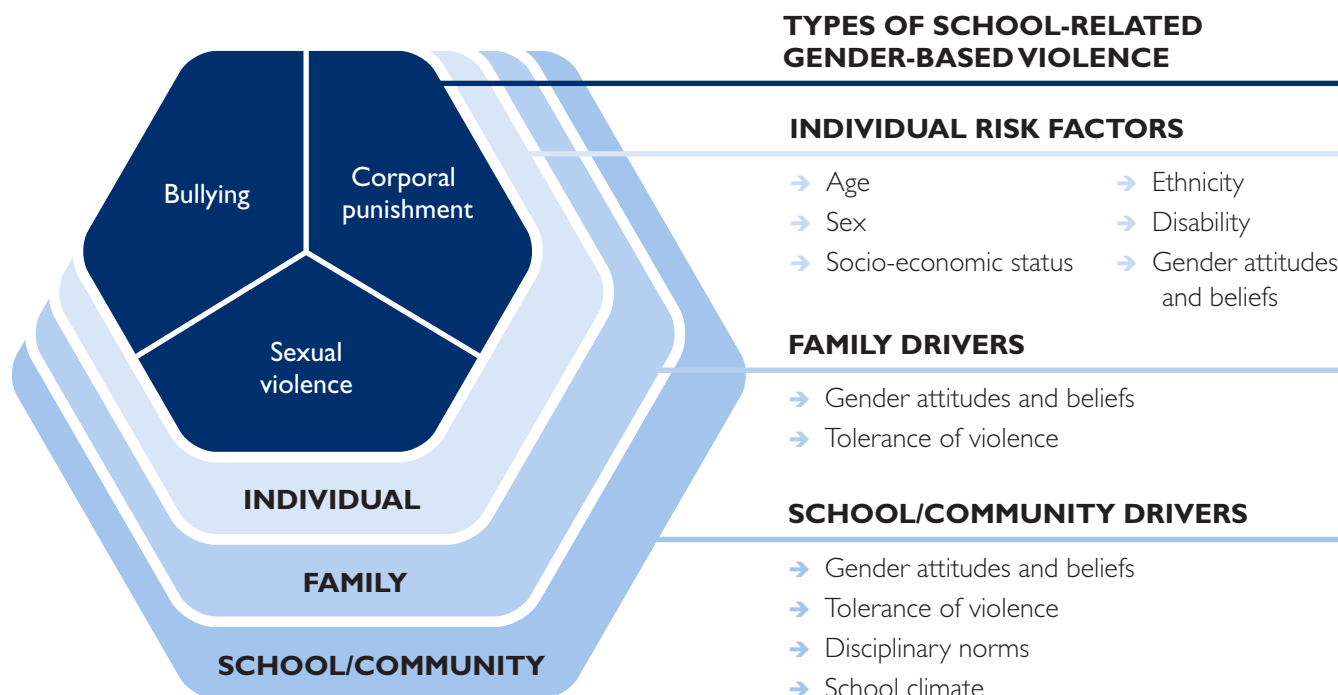
SRGBV Survey Contents

The SRGBV survey contains three questionnaires: 1) the student questionnaire, 2) the teacher questionnaire, and 3) the caregiver questionnaire (see Figure 1).

Conceptual Framework for Measuring SRGBV

This conceptual framework (Figure 2) was developed specifically to facilitate the measurement of SRGBV. The framework complements other conceptual frameworks for understanding SRGBV by providing a roadmap for measuring the prevalence and extent of SRGBV. The framework is based upon findings of the *Literature Review on School-Related Gender-Based Violence: How it is Defined and Studied* commissioned by USAID in 2014. In addition, the framework draws on recent United Nations Children's Fund (UNICEF) analyses of risks and drivers of violence. The conceptual framework uses an integrated child-centered socio-ecological model to provide a better understanding of the types and extent of violence that children experience at school. This model recognizes that multiple, interrelated factors at the individual, family, and school levels shape violent behavior towards children. Note that this conceptual framework uses a modified version of UNICEF's socio-ecological model, and is adapted to

Figure 2. Conceptual Framework for Measuring SRGBV

TYPES OF SCHOOL-RELATED GENDER-BASED VIOLENCE

Bullying

Corporal punishment

Sexual violence

INDIVIDUAL

FAMILY

SCHOOL/COMMUNITY

INDIVIDUAL RISK FACTORS

→ Age
→ Sex
→ Socio-economic status
→ Ethnicity
→ Disability
→ Gender attitudes and beliefs

FAMILY DRIVERS

→ Gender attitudes and beliefs
→ Tolerance of violence

SCHOOL/COMMUNITY DRIVERS

→ Gender attitudes and beliefs
→ Tolerance of violence
→ Disciplinary norms
→ School climate

facilitate measurement of SRGBV, specifically. At the core of the model are three broad types of SRGBV: 1) bullying and other forms of non-sexual intimidation, 2) corporal punishment, and 3) sexual violence (including harassment and abuse). This typology was developed for measurement purposes and includes discrete categories of SRGBV with as little overlap as possible. Bullying and corporal punishment are conceptualized as forms of gendered violence as they are rooted in widely held discriminatory gender norms and practices and enforced by unequal power dynamics. Recent analyses show that violence in school settings is gendered and victims are often targeted on the basis of their sex, sexuality, or gender identities. Summary definitions of each type of SRGBV are presented below. Please see the Toolkit glossary for more complete definitions.

1. Bullying and other forms of non-sexual intimidation: any nonsexual form of intimidation intended to harm, either psychologically or physically. The behavior is repeated, or could be repeated, over time. Bullying is perpetrated by peers, teachers, other school staff, and persons encountered on the way to and from school, in school dormitories, in cyberspace, or through cell phone technology. Acts of physical bullying range from less harsh acts of violence, such as pulling at someone's clothes or hair or grabbing a students' belongings, to more severe acts of physical violence, such as beatings. Acts of psychological bullying include name calling, public humiliation, and other forms of teasing, excluding sexual harassment.

2. Corporal punishment: any form of psychological or physical violence that involves the deliberate infliction of physical pain or humiliation to discipline or to reform a student, or to deter attitudes or behaviors deemed unacceptable or inappropriate. Perpetrated by teachers or other school officials against students,

corporal punishment can include striking a student with an object such as a cane, stick, slung book, or piece of chalk; directly striking a student or pulling a student's ears; or forcing a student to adopt uncomfortable positions or humiliating postures for long periods of time.

3. Sexual violence: a psychological or physical act of harassment or abuse by an adult or another child through any form of unwanted or forced sexual activity wherein there is no consent, consent is not possible, or power and intimidation is used to coerce a sexual act. Sexual violence includes unwanted touching of any kind, rape, or the use of children in commercial sexual exploitation or in audio and visual images (see www.togetherforgirls.org/schools).

As the rings in the model illustrate, a variety of risk factors and drivers at the individual, family, and school level can intersect to increase children's likelihood of experiencing these types of violence. Risk factors refer to individual characteristics that increase children's risk of experiencing SRGBV. Drivers refer to institutional and structural factors in the family and school that create conditions in which violence is more or less likely to occur.

Individual-Level Risk Factors: The first level examines personal characteristics that increase children's likelihood of becoming a victim of SRGBV. These risk factors include a child's sex, having a disability, living in poverty, being an orphan, being married, or belonging to a minority race or ethnicity.

Family-Level Drivers: The second level identifies close relationships (such as within a family) that may increase children's risk of experiencing SRGBV. These drivers include parental attitudes and beliefs regarding their awareness about violence against children; gender inequality in the family; and exposure to violence against women in the home.

School-Level Drivers: The third level explores the settings, such as schools, in which social relationships occur, and seeks to identify characteristics of these settings that are associated with becoming victims of violence. These drivers include gender attitudes and beliefs, acceptability of intimate partner violence (IPV)/dating violence, prevalence and extent of disciplinary practices/student punishment, interpersonal relationships, and prevalence and extent of student rewards. Risk factors and drivers at one level can influence risk factors and drivers at another. For example, teachers' behaviors are influenced by their prevailing beliefs about discipline and supervision of children within the society where the family lives. Identifying, understanding, and mapping those risk factors and drivers, both within and between levels of the socio-ecological model, can help practitioners, policymakers, and other stakeholders better support children and reduce children's likelihood of becoming victims of violence.

To access the SRGBV Measurement Toolkit and accompanying excel questionnaires, please visit EducationLinks at www.edu-links.org.