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School-Related Gender-Based Violence Measurement Toolkit

PREPARED FOR
Bureau for Africa
Office of Sustainable
Development, Education
and Youth Division
U.S. Agency for
International Development

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List of Abbreviations

ECCN	Education in Crisis and Conflict Network
GSHS	Global School-Based Health Survey
HBSC	Health Behaviour in School-Aged Children Survey
ICT	Information communication technology
IPV	Intimate partner violence
IRB	Institutional Review Board
LARA	Literacy Achievement and Retention Activity
MECap	Monitoring and Evaluation Capacity Building
MEL	Monitoring, evaluation, and learning
NORC	NORC at the University of Chicago
PIRLS	Progress in International Reading Literacy Study
REEP-A	Research for Effective Education Programming - Africa
SRGBV	School-related gender-based violence
TIMSS	Trends in International Mathematics and Science Study
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nations Children's Fund
USAID	U.S. Agency for International Development
VACS	Violence Against Children Survey
WHO	World Health Organization

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Overview

CHAPTER I

→ Toolkit purpose and audience

→ Toolkit contents, including an overview of the SRGBV survey, associated questionnaires, and suggestions for use

→ Toolkit limitations, and opportunities for future research and tool refinement

→ Additional resources

Purpose of the Toolkit

This toolkit¹ delivers practical guidance and resources for measuring the prevalence² and extent³ 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 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.”⁴

1 Please note that this toolkit builds off the RTI International 2016 *Conceptual Framework for Measuring School-Related Gender-Based Violence*.

2 Prevalence is defined as the proportion of students who have experienced a form of SRGBV in a specified period.

3 Extent is defined as the average number and recurrence of SRGBV acts experienced in a specified period.

4 USAID, *USAID Education Policy* (Washington, DC: USAID, 2018), 47.

Chapter 1	Chapter 2	Chapter 3	Chapter 4
<p>provides a foundation for understanding the purpose and the usage of the toolkit.</p>	<p>describes the conceptual framework for measuring SRGBV, including definitions of the various types of SRGBV and the associated risks and drivers of SRGBV.</p>	<p>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.</p>	<p>describes the SRGBV survey, including the three questionnaires for students, teachers, and caregivers as well as practical guidance for adapting and administering the questionnaires.</p>

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.⁵ School-related gender-based violence affects millions of children and adolescents worldwide, and compromises their opportunities to benefit fully from education.⁶ 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.^{7, 8}

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.

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.

5 UNESCO and UN Women, *Global Guidance on Addressing School-related Gender-based Violence* (New York, NY: UNESCO, 2016), 20.

6 UNESCO and UN Women, 20.

7 UNESCO and UN Women, 24.

8 While this toolkit helps to standardize tools and measures for SRGBV, it is important to note that standardization is a complex issue and all surveys require contextualized indicators and questions to ensure local validity and reliability. See Chapter 4 for additional guidance on adapting tools to a local context.

Global SRGBV Programming Guides

The toolkit can support existing global SRGBV programming guides that provide approaches, methods, tools, and resources for designing, implementing, and evaluating SRGBV activities. These programming guides highlight the need to collect baseline data to measure change over time, and the SRGBV Measurement Toolkit fulfills that need.

- **A Whole School Approach to Prevent School-Related Gender-Based Violence: Minimum Standards and Monitoring Framework** produced by the United Nations Girls' Education Initiative (UNGEI)
- **School-based violence prevention: a practical handbook** produced by the World Health Organization (WHO)
- **Global Guidance on Addressing School-Related Gender Based Violence** produced by the United Nations Educational Scientific, and Cultural Organization (UNESCO) and UN Women

National-Level Surveys

In addition, data collected through the SRGBV Measurement Toolkit can complement the results of national-level surveys such as:

- Violence Against Children Survey (VACS)
- Trends in International Mathematics and Science Study (TIMSS)
- Progress in International Reading Literacy Study (PIRLS)
- Global School-Based Health Survey (GSHS)
- Health Behaviour in School-Aged Children (HBSC) Survey

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

The SRGBV Measurement Toolkit is intended as a resource for researchers⁹ 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). As explained in the conceptual framework in Chapter 2, the survey was designed to holistically measure forms of violence and drivers and risk factors at the individual, family, and school/community levels.

⁹ Due to the specific ethical sensitivities of this research, a senior technical advisor in SRGBV research and evaluation should be a core member of the research team (providing supportive supervision before, during, and after survey administration and monitoring child protection reports).

Figure 1. The SRGBV Survey

Student Questionnaire	Teacher Questionnaire	Caregiver Questionnaire
<ul style="list-style-type: none"> ▪ Background and socioeconomic characteristics ▪ School climate ▪ Gender attitudes and beliefs ▪ Bullying ▪ Corporal punishment ▪ Sexual violence 	<ul style="list-style-type: none"> ▪ Background and socioeconomic characteristics ▪ School climate ▪ Gender attitudes and beliefs ▪ Disciplinary practices 	<ul style="list-style-type: none"> ▪ Background and socioeconomic characteristics ▪ Gender attitudes and beliefs

Limitations of the toolkit and future outlook

The SRGBV Measurement Toolkit was developed as part of a collaborative effort to advance knowledge, measurement, and programming to eliminate SRGBV worldwide. In support of this goal, this toolkit aims to establish practical tools for measuring SRGBV that can be used by different types of actors for a variety of purposes.

While this toolkit is intended for global use, it has only been piloted twice in two different countries, Malawi and Uganda, and, therefore, will require additional testing in different contexts. As is, the toolkit serves as a foundation for future research and methodologic refinement. Users of this toolkit are encouraged to apply the SRGBV survey across diverse contexts and share their results to inform future use of the survey and to contribute to the evidence base for SRGBV. Feedback on the SRGBV survey or the toolkit can be shared via: SRGBVMeasurementToolkit@usaid.gov.

For more information on the validity and reliability of the SRGBV survey, please see [Annex A](#).

Upon publication of this toolkit, the COVID-19 pandemic is expected to have adverse impacts across multiple sectors over the next year or longer. To date, the education sector has experienced widespread closure of education facilities and many activity-level monitoring, evaluation, and learning (MEL) activities have been limited. Please note that the implementation of this toolkit may need to be adapted so that data collection is still safe, feasible, and valuable during and after the pandemic. For additional guidance on conducting research during COVID-19 please consult USAID's *Guidance on MEL during COVID-19* below.

Additional Resources

RELATED EDUCATION MEASUREMENT TOOLKITS

Safer Learning Environment Toolkit produced by the USAID Education in Conflict and Crisis Network (ECCN)

Positive Youth Development Measurement Toolkit produced by the USAID YouthPower project

GUIDANCE ON MEL DURING COVID-19

Guidance on MEL during COVID-19 produced by USAID

For additional resources related to SRGBV, please visit the [UNGEI SRGBV Resource Hub](#)

Conceptual Framework for Measuring SRGBV

CHAPTER 2

- Conceptual framework for measuring SRGBV, including the types, drivers, and risks of SRGBV
- How the items in the SRGBV survey map to the types of SRGBV, and the risks and the drivers outlined in the conceptual framework
- Additional resources

This conceptual framework (Figure 2) was developed specifically to facilitate the measurement of SRGBV. The framework complements other conceptual frameworks for understanding SRGBV¹⁰ 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 2014.¹¹ The purpose of the review was to identify: 1) overarching SRGBV types to create common SRGBV definitions; 2) risk and protective factors associated with each type of SRGBV; and 3) common best practices for measuring SRGBV. In addition, the framework draws on recent United Nations Children’s Fund (UNICEF) analyses of risks and drivers of violence.^{12,13}

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.¹⁴ Note that this conceptual framework uses a modified version of UNICEF’s socio-ecological model,¹⁵ and is adapted to facilitate measurement of SRGBV, specifically.¹⁶

10 Key frameworks include UNESCO and UN Women’s *Global Guidance on Addressing SRGBV*, which presents three forms of SRGBV: physical, psychological, and sexual. UNGEI’s *A Whole School Approach to Prevent School-Related Gender-Based Violence: Minimum Standards and Monitoring Framework* includes five categories of SRGBV: sexual harassment, bullying, corporal punishment, intimate partner violence, and sexual violence.

11 RTI International, *Literature Review on School-Related Gender-Based Violence: How It is Defined and Studied* (Washington, DC: USAID, 2016a). This framework, which originally appeared in the 2016 Conceptual Framework to Measure School-Related Gender-Based Violence, has been updated to reflect learning from the 2017-2018 Malawi piloting.

12 UNICEF, *The Multi-Country Study on the Drivers of Violence Affecting Children and Preventing and Responding to Violence Against Children and Adolescence - Theory of Change*, (New York, NY: UNICEF, 2017).

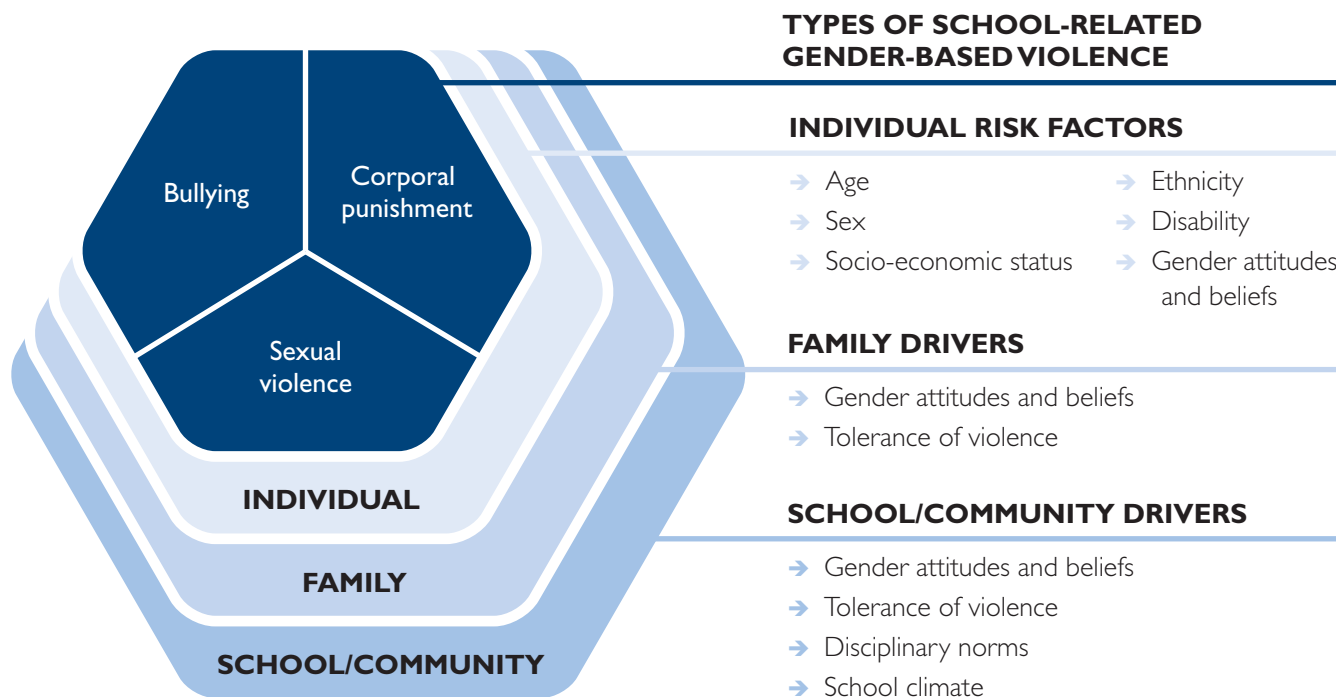
13 UNESCO and UN Women, *Global Guidance on Addressing School-related Gender-based Violence*, 21.

14 UNICEF, *The Multi-Country Study on the Drivers of Violence Affecting Children and Preventing and Responding to Violence Against Children and Adolescence - Theory of Change*.

15 Ibid.

16 As this toolkit was developed specifically for measurement purposes using a school-based survey, certain levels of the social-ecological framework were not included. For example, this toolkit does not measure policy or societal factors, as these were infeasible to measure in a school-based survey.

Figure 2. Conceptual Framework for Measuring SRGBV



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.¹⁷ 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 analyses¹⁸ 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 glossary for more complete definitions.

- I. Bullying and other forms of non-sexual intimidation:** any non-sexual 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

¹⁷ RTI International, *Literature Review on School-Related Gender-Based Violence: How It is Defined and Studied*.

¹⁸ See <https://www.togetherforgirls.org/schools/>

bullying include name calling, public humiliation, and other forms of teasing, excluding sexual harassment.¹⁹

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.²⁰
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.²¹

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.²² 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. These risk factors and drivers were selected and included in the model because they appeared consistently throughout the literature, intersect and underlie all three types of violence, and can be measured using a school-based survey.²³

- **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.²⁴
- **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;

19 Ibid.

20 Ibid.

21 Ibid.

22 Maternowska, M.C. and Potts, A., *The Multi-Country Study on the Drivers of Violence Affecting Children: A Child-Centred Integrated Framework for Violence Prevention*, (Florence: UNICEF Office of Research – Innocenti, 2017).

23 RTI International, *Literature Review on School-Related Gender-Based Violence: How It is Defined and Studied*.

24 Ibid.

gender inequality in the family; and exposure to violence against women in the home.²⁵

- **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.²⁶

Risk factors and drivers at one level can influence risk factors and drivers at another.²⁷ 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.

The SRGBV survey operationalizes this model by identifying types of SRGBV that children experience and mapping the risk factors and drivers within and across levels of influence. Tables 1–3 show how items in the SRGBV survey specifically map to types of SRGBV, risk factors, and drivers included in the model.

25 UNICEF, *The Multi-Country Study on the Drivers of Violence Affecting Children and Preventing and Responding to Violence Against Children and Adolescence - Theory of Change*.

26 Ibid.

27 Ibid.

Additional Resources

KEY LITERATURE REVIEWS ON SRGBV

[Literature Review on School-Related Gender-Based Violence: How it is Defined and Studied](#)

produced by RTI International

[The Multi-Country Study on the Drivers of Violence Affecting Children: A Cross-Country Snapshot of Findings](#)

produced by the UNICEF Office of Research – Innocenti

[Preventing and Responding to Violence Against Children and Adolescents: Theory of Change](#)

produced by UNICEF

[A Rigorous Review of Global Research Evidence on Policy and Practice on SRGBV](#)

produced by University College London, Global Partnership for Education, UNGEI, and UNICEF

Table 1. Student Questionnaire Overview

STUDENT QUESTIONNAIRE		
SECTION	ITEMS	RISK FACTORS
S1. Background and socioeconomic characteristics	Sex, age, grade, native language, disability status, orphan status, school attendance, travel to school, household assets	Individual Risk Factors
S2. School climate	Inclusion and equality, school safety, discipline and fairness, student–student relationships, student–teacher relationships, teacher–staff relationships	School-Level Drivers
S3. Gender attitudes and beliefs	Gender attitudes and beliefs, acceptability of intimate partner violence (IPV)/dating violence	Individual Risk Factors and Family-Level Drivers
S4. Bullying	Prevalence and extent of bullying in the past school term, prevalence of bullying last week	Type of SRGBV
S.5 Corporal punishment	Prevalence and extent of corporal punishment in the past school term, prevalence of corporal punishment last week	Type of SRGBV
S.6 Sexual violence	Prevalence and extent of sexual violence in the past school term, prevalence of sexual violence last week	Type of SRGBV

Table 2. Teacher Questionnaire Overview

TEACHER QUESTIONNAIRE		
SECTION	ITEMS	RISK FACTORS
T1. Background and socioeconomic characteristics	Sex, teacher certification, education, years as teacher, years at school, classes taught	—
T2. School climate	Inclusion and equality, school safety, discipline and fairness, student–student relationships, student–teacher relationships, teacher–staff relationships	School-Level Drivers
T3. Gender attitudes and beliefs	Gender attitudes and beliefs, acceptability of IPV/dating violence	School-Level Drivers
T4. Disciplinary practices	Prevalence and extent of disciplinary practices/student punishment, prevalence and frequency of student rewards	School-Level Drivers Types of SRGBV

Table 3. Caregiver Questionnaire Overview

CAREGIVER QUESTIONNAIRE		
SECTION	ITEMS	RISK FACTORS
C1. Background and socioeconomic characteristics	Sex, age, education, household assets, number of household members	—
C2. Gender attitudes and beliefs	Gender attitudes and beliefs, acceptability of IPV/dating violence	Family-Level Drivers

Ethical and Safety Considerations

CHAPTER 3

→ Key ethical protocols and safety guidelines for using the SRGBV survey

→ Procedures, roles, and responsibilities for developing child protection protocol

→ Additional resources

When conducting research on violence against children, the rights, needs, safety, and protection of children should be the first priorities. To ensure the safety and well-being of children, researchers should adhere to strict ethical protocols and safety guidelines when administering the SRGBV survey. Due to the sensitive nature of SRGBV-related topics, additional ethical considerations and requirements, including a detailed child protection protocol,²⁸ should be utilized when collecting these data. Additionally, a senior technical advisor in SRGBV research should be a core member of the team training MEL staff and providing supportive supervision before, during, and after survey administration and monitoring child protection reports.

As an initial step in carrying out the survey, researchers should secure all necessary Institutional Review Board (IRB) approvals for research involving human subjects. The process of IRB approval varies by country, and local organizations and processes should be identified and followed. Specific ethical and safety guidelines for carrying out research with children vary based upon country, and range from limited formal procedures to established, detailed guidelines. As a first step in determining relevant local entities, researchers should consult the International Compilation of Human Research Standards, which lists regulations by country, as well as potential ethics boards to review proposed work.²⁹

Ethical Considerations

Ethical and safety considerations depend on the context and topic of study, and should be incorporated into the design of any study or data collection using this toolkit. A range of resources exist that can assist in determining appropriate research methods that align with ethical considerations. For instance, the Ethical Protocols Decision Tree, within the USAID-funded *Safer Learning Environments*

28 Graham, A., Powell, M., Taylor, N., Anderson, D. & Fitzgerald, R., *Ethical Research Involving Children* (Florence: UNICEF Office of Research - Innocenti, 2013).

29 U.S. Department of Health And Human Services, Office for Human Research Protections, *International Compilation of Human Research Standards* (Rockville, MD: U.S. Department of Health and Human Services, 2020).

Assessment Toolkit provides an example of potential questions to guide the development of ethics-conscious research.³⁰

In addition to country-specific guidelines, existing international standards and commitments to ethical research practices should also be considered. In contexts with limited country-specific guidelines for conducting research with children, adherence to international standards is particularly critical. UNGEI's *A Whole School Approach to Prevent School-Related Gender-Based Violence* identified key ethical considerations for research on SRGBV, based on their synthesis of recommendations from the WHO's *Ethical and Safety Recommendations for Intervention Research on Violence Against Women*³¹ and UNICEF's *International Charter for Ethical Research Involving Children*.³² These reports outline the key ethical and safety principles, listed below, that should be applied when conducting research or data collection on SRGBV.³³

- **Do no harm.** Prevent any potential harm and assess whether involvement of the individual child is justified. Keep the safety of respondents and the research team paramount and let this guide all decisions.
- **Provide appropriate support** through referral services, such as psychosocial support and counseling, to survivors of violence or abuse. Different types of support will be needed for survivors of different ages.
- **Protect confidentiality** and create a safe environment for speaking to ensure the safety of those involved and the quality of the data. Consider how research data will be stored and filed, and who will have access to the data.
- **Research with children must be just and equitable.** Treat all children equitably, distribute the benefits and burdens of participating fairly, and don't exclude children based on discriminatory factors and biases.
- **Ensure research conducted benefits children** individually, collectively, or both.
- **Obtain informed consent from all research participants.** Participants should understand the nature of the research and what they will be expected to talk about before the interview or survey starts. Obtain informed and ongoing assent from child participants, as well as parental consent. Respect indications of children's dissent or withdrawal from the research.

30 USAID Education in Crisis and Conflict Network (ECCN), *Safer Learning Environments Assessment Toolkit* (Washington, DC: USAID, 2019).

31 WHO and RTI International, *Ethical and Safety Recommendations for Intervention Research on Violence Against Women. Building on Lessons from the WHO Publication 'Putting Women First: Ethical and Safety Recommendations for Research on Domestic Violence against Women.'* (Geneva: World Health Organization, 2016).

32 Graham, A., Powell, M., Taylor, N., Anderson, D. & Fitzgerald, R., *Ethical Research Involving Children*.

33 UNGEI, *A Whole School Approach to Prevent School-Related Gender-Based Violence Minimum Standards and Monitoring Framework* (New York, NY: UNGEI, 2018).

- **Broach violence with care.** Incorporate violence questions into surveys designed for other purposes only when ethical and methodological requirements can be met.
- **Ensure participation is voluntary.** No one should feel forced to be involved in any type of research.
- **Prioritize and budget for staff self-care.** Constant exposure to trauma can lead to stress and burn-out among those working on SRGBV if they do not have adequate opportunities for self-care.

Child Protection Protocol

A child protection protocol is critical to ensure the safety and well-being of children when implementing research on SRGBV. A child protection protocol defines the procedures, roles, and responsibilities of all members of the research team, and ensures the privacy and protection of child respondents. A well-developed protocol helps minimize potential risks and harm to child respondents from SRGBV data collection and helps protect evaluation professionals and other stakeholders. Additionally, a child protection protocol can provide information to prompt appropriate action when it is believed that a child has recently suffered harm, or is at risk of current or future harm.³⁴

Figure 3. Key Child Protection Protocol Elements



³⁴ NORC, *Child Protection Protocol for Data Collection: USAID/Uganda Performance and Impact Evaluation for Literacy Achievement and Retention Activity* (Washington, DC: USAID, 2017).

The protocol should adhere to specific country guidelines and international standards on conducting research with children and studying violence.³⁵ In developing a relevant protocol, researchers can refer to the Child Protection Policy and Protocol within the USAID-funded Performance and Impact Evaluation of the Literacy Achievement and Retention Activity (LARA), which is currently being adapted for use in and across various contexts.³⁶ For example, the LARA Protocol (see Figure 3) considers the following key elements:

Privacy, confidentiality, and assent procedures. A comprehensive child protection protocol should contain procedures for obtaining children's assent to participate in the survey, and strategies for ensuring the privacy and confidentiality of responses. Protection should include informing the respondent of her/his right to opt out of the study at any time, and should explain the processes for keeping data confidential.

SRGBV interviewer and counselor recruitment and training. A child protection protocol should establish clear criteria for selecting research team members, and methods for training team members to collect data from children. Well-defined procedures should be provided for training team members to identify and respond to children experiencing psychological distress during the interview. Appropriate responses to such situations include involving a counselor from the team or referring children for follow-up health, psychosocial, or legal services, as needed. Additionally interviewers should be trained on how to administer questions related to sensitive topics, such as disability status.³⁷

Risk mitigation and management strategies and responsibilities. Each protocol should account for potential risks in asking children about their experiences of violence, and should include methods for mitigating such risks. Risk management procedures should indicate those individuals responsible for following up on the identified risk factors and steps that the individual should take to manage that risk. Before data collection begins, the team should also assess the risks and benefits of directly including children in the data collection, and should include this assessment in the study protocol.

Guidance on child protection case reporting and referral. If a team member believes that a child needs protection from significant harm resulting from physical injury or sexual abuse, as established by the protocol criteria, the team must file a child protection report. The protocol should describe scenarios in which a child protection report filing is necessary and explain the filing process, inclusive of a verbal report and completing a Child Safety Information and Referral Form (see example form in the LARA Child Protection Policy and Protocol).³⁸

35 Ibid.

36 Ibid.

37 Given the sensitive nature of individuals' disability status data, additional considerations must be born in mind when collecting and using them. For more guidance please see [USAID guidance on Collecting Data on Disability Prevalence in Education Programs](#).

38 Ibid., 48.

Reporting and referral decision-making criteria. Depending upon the type of physical or sexual violence disclosed by a child, the protocol should define specific reporting and referral procedures for different instances of violence. Please refer to the LARA Child Protection Policy and Protocol for an example of a reporting and referral pathways and a Referral Decision Tree.³⁹ Additionally, this component should include a plan to ensure proper submission of all child safety and referral information to the appropriate local authorities in a manner that respects the privacy of the child to the greatest extent possible.

³⁹ Ibid., 35-38.

Additional Resources

INTERNATIONAL STANDARDS AND COMMITMENTS FOR CONDUCTING SRGBV RESEARCH

Ethical and Safety Recommendations for Intervention Research on Violence Against Women

produced by the WHO and RTI International

CHILD PROTECTION PROTOCOL

Child Protection Protocol For Data Collection: USAID/ Uganda Performance and Impact Evaluation for LARA Activity produced by NORC

ETHICAL PROTOCOLS DECISION TREE

Safer Learning Environments Assessment Toolkit produced by the USAID ECCN Network

The SRGBV Survey

CHAPTER 4

→ Implementation process for administering the SRGBV survey

→ Description of the questionnaires and guidance on administration

→ Suggestions for advanced analysis

→ Additional resources

The SRGBV survey includes questionnaires for students, teachers, and caregivers. Development of a research plan is critical to preparation for administration of the survey. The table below illustrates the key steps for administering the survey (see the “additional resources” at the end of this chapter for further reading).

Implementation Process for Administering the SRGBV Survey

Proper management of fieldwork activities is a key piece of any research and evaluation activity as it ensures timely, consistent, and accurate data collection. Inadequate supervision of fieldwork can result in systematic errors in the dataset and biased estimators.

I. Develop research and child protection protocol

Generally, a research protocol will describe:

- The research purpose and design
- The participants and quantitative sampling plan
- The time and location of the research activity
- The mandatory consent and assent process
- The data collection tools and tool adaptations for local contexts
- The data management plan, including procedures for quality control
- The data analysis plan
- The methods for maintaining data confidentiality
- The safeguards in place to mitigate risks to child protection

See [Chapter 3](#) for additional guidance on the child protection protocol.

2. Engage stakeholders and local partners	<p>Stakeholders might include:</p> <ul style="list-style-type: none"> ▪ Students and caregivers ▪ Teachers, school management bodies, education administrators ▪ Community leaders ▪ Non-government representatives ▪ Local government officials
3. Get IRB approval	<p>See Chapter 3 for additional guidance on obtaining IRB approval.</p>
4. Adapt tools to local context	<p>Adaptation involves:</p> <ul style="list-style-type: none"> ▪ Formative qualitative research to ensure that the contextually specific forms of violence can be operationalized into survey questions and response options ▪ Translating the survey instruments and consent/ assent forms into the local language(s) ▪ Conducting cognitive interviews to ensure that the terminology and translations produce valid results ▪ Revising and piloting the survey instruments, as necessary
5. Engage and train field teams	<p>Field research team members ideally would come from the same geographical region as the respondents, but from different communities. Members could include:</p> <ul style="list-style-type: none"> ▪ Supervisors ▪ Survey administrators ▪ Psychosocial counselors ▪ Scouts <p>Training of the field research teams should include:</p> <ul style="list-style-type: none"> ▪ Developing an understanding of the survey subject matter; particularly the concept of SRGBV ▪ Learning how to establish trust and build rapport with respondents ▪ Communication of best practices for working with child survivors of violence to avoid re-traumatizing children who make disclosures ▪ Learning how to detect and respond to signals of distress among respondents, per the child protection protocol <p><i>continues</i></p>

5. Engage and train field teams (continued)	<ul style="list-style-type: none"> ▪ Following standard referral and reporting procedures when children disclose having experienced violence per the child protection referral criteria ▪ Ensuring that survey administrators understand how to accurately administer the survey
6. Collect data	<p>The survey is designed for administration during an individual face-to-face interview. The instruments can be administered in electronic format (recommended) or paper format. Data collection activities should be properly monitored and supervised and field quality control measures should be put in place, such as checking the survey administrators' work regularly or conducting spot checks.</p>
7. Manage and secure data	<p>Keep data in a secure location. Those individuals responsible for processing and storing the data after collection must follow best practices to ensure that the information remains confidential.</p> <p>A data protection and management plan must be developed to uphold confidentiality, remove personally identifiable information, and to be managed only by the survey manager and those who will analyze the data without personally identifiable information.</p>
8. Clean data	<p>Generally, data cleaning may include, but is not limited to, checking for duplicates and data entry errors, handling missing data (deleting or imputing), and filtering outliers.</p>
9. Analyze data	<p>See the following sections and Annex B for additional guidance on analyzing the data from the survey.</p>
10. Disseminate results	<p>Research results should be shared with appropriate stakeholders to support designing evidence-based projects, to assess the effectiveness of an intervention, or to plan policies. Depending on the target audience, reporting and sharing results from research conducted using the SRGBV survey might take various forms, such as presentations, policy briefs, academic research articles, or social media messaging.</p> <p>Before disseminating any results, ensure that the sampling plan is well-constructed, as reporting results of a small and identifiable sample can put child respondents at risk of retaliatory attacks.</p>

Key indicators derived from the survey are described in greater detail in Annex C, which includes tables defining indicators, as well as directions on how to calculate and interpret indicator analyses. The indicators can be used to answer a range of research questions, to assess design options ranging from descriptive studies to randomized controlled trials, and to measure stakeholders' perceptions at specific points in time or to measure changes in perceptions over time.

Student Questionnaire

The student questionnaire is comprised of six sections, as follows:

- [S1. Background and socioeconomic characteristics](#)
- [S2. School climate](#)
- [S3. Gender attitudes and beliefs](#)
- [S4. Bullying](#)
- [S5. Corporal punishment](#)
- [S6. Sexual violence](#)

When administering surveys, questions and topic areas should progress from those that are least sensitive, to those most sensitive. Each section is described in detail below.

[S1. Background and socioeconomic characteristics](#)

To begin the survey, students are asked a series of demographic questions, including their age, grade level, and language spoken at home. Students are also asked six targeted questions from the Washington Group Short Set,⁴⁰ designed to identify if they have a disability—a key risk factor for SRGBV.⁴¹

Finally, students are asked about household assets, which researchers can use to determine basic socioeconomic levels or create a relative wealth index. If desired, researchers can opt to use pictograms for the household assets to assist students in identifying the items. Household characteristics of the caregivers are also assessed.

Practitioners may want to add, edit, or delete questions, depending upon local context and program/research needs. For example, ethnicity, parents' education, or food security are risk factors and drivers of SRGBV that may be relevant enough to warrant additional questions. Information about household assets should also be updated to reflect common items that are appropriate for the region.

⁴⁰ The Washington Group on Disability Statistics, *The Washington Group Short Set of Questions on Disability* (Washington, DC: Washington Group on Disability Statistics, 2016).

⁴¹ Washington Group Short Set questions are not validated for self-reporting among children under the age of 15, so researchers working with younger age cohorts must pilot and validate these questions before use. For more guidance please see [USAID guidance on Collecting Data on Disability Prevalence in Education Programs](#).

The sections on sexual violence and gender attitudes and beliefs include additional questions for older age groups of students, which are not considered understandable or appropriate for younger age groups.

S2. School climate

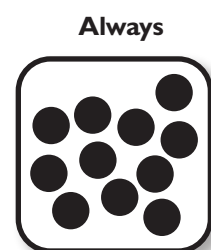
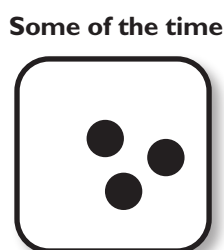
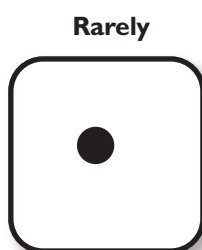
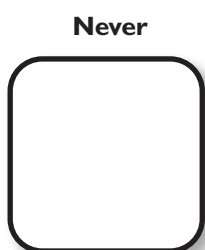
It is important to measure both the prevalence and extent of SRGBV and the drivers and risk factors. In this survey section, students are read a list of thirty-four positive and negative statements related to activities and behaviors occurring in their school, and asked if and how often these occur. Survey administrators can also use response cards to provide visual representations for the students (see administration guidance below). Sample statements in this section include:

- Students treat each other with respect. (Positively phrased)
- Students are punished unfairly. (Negatively phrased)
- Teachers treat girls and boys equally. (Positively phrased)
- Teachers are unkind to children with disabilities. (Negatively phrased)

By aggregating responses to these statements, users can calculate the percentage of favorable responses contributory to positive school climate. Favorable responses entail “always” or “some” responses to positively phrased, and “rarely” or “never” responses to negatively phrased items. Researchers must reverse code negative items so that the aggregate score represents the percentage of favorable responses toward positive school climate. A score of 100 percent represents favorable responses toward every item related to school climate, whereas a score of 0 percent represents unfavorable responses for every item. [Table 6 in Annex C](#) indicates those items in the school climate section that are positively or negatively phrased.

Favorable responses toward school climate can be further differentiated by sex, age, grade, geographical area, or other characteristics. For example, the data might reveal the following: “Overall, students have 80 percent favorable perceptions toward positive school climate. Younger students have more favorable perceptions than older students, with students ages 8–10 responding favorably to 93 percent of items, compared to students ages 15–18 responding favorably to 78 percent of items. Students in District X had the most unfavorable views related to school climate, with 48 percent having favorable responses.”

ADMINISTRATION GUIDANCE: This section uses the same response cards as the sections on bullying, corporal punishment, and sexual violence, although **it is important to note that the actual response options differ slightly**. After reading each statement, the survey administrator will hold up the cards and ask the student to point to the one that matches his or her opinion.



Calculating gender attitudes and beliefs indicators:

While the calculation of the indicators is based on dichotomized responses (agree/strongly agree versus disagree/strongly disagree), the nuance of how individual items score can be useful to inform program design. For example, high percentages of the outmost responses (strongly agree or strongly disagree) can show particularly strong attitudes or beliefs, which is important contextual information for practitioners.

The teacher questionnaire includes a similar section on school climate. Therefore, findings can be triangulated. Using the example above, the results might show that teachers have a more favorable view of their school's climate than their students: "Teachers responded favorably to an average of 95 percent of the items, as compared with students responding favorably to 80 percent of the items."

Given the lack of subscales for school climate, we do not recommend creating a weighted composite score or otherwise grouping the questions. However, individual statements may reveal interesting trends for researchers and practitioners that could inform design of research questions and interventions.

As described in further detail at the end of this chapter, another approach is to examine the correlation between school climate and SRGBV. If resources allow for a quasi-experimental or experimental design, the study can examine whether school climate improves as a result of the program or intervention.

S3. Gender attitudes and beliefs

In this section, students are asked whether they agree or disagree with statements related to a variety of gender stereotypes, norms, and expressions of power relationships at school and at home. These questions were tested for developmental appropriateness, and as a result, have been divided into three age groups: 15 questions for ages 8–10, 17 questions for ages 11–14, and 29 questions for ages 15–18.

Sample statements in this section include:

- A mother should tolerate violence from the father to keep the family together. (Negatively phrased)
- It is acceptable for a woman to disagree with her husband. (Positively phrased)
- It is more important for boys than girls to perform well in school. (Negatively phrased)
- It is acceptable for boys to cry. (Positively phrased)

As with the school climate section, negative items must be reverse-coded so that aggregate scores represent the percentage of favorable responses. Favorable responses entail "strongly agree" or "agree" responses to positively phrased items, and "strongly disagree" or "disagree" responses to negatively phrased items. Tables 7–9 in Annex C indicate those items in the gender attitudes and beliefs section that are positively or negatively phrased.

Testing items from this section provides three subscales, and, therefore, three indicators: 1) favorable gender equality beliefs, 2) favorable gender identity beliefs, and 3) acceptability of dating violence/IPV. Tables 7–9 in Annex C explain which items are in the subscales and how to calculate and interpret those items. For example, the data might reveal the following:

- Students have more favorable beliefs toward gender equality (75 percent) than they do toward gender identity (60 percent).
- Of students ages 15–18, boys and girls held similar beliefs regarding the acceptability of IPV, with boys having on average 45 percent favorable responses toward the acceptability of dating violence and girls having on average 42 percent favorable responses.

The teacher and caregiver questionnaires include a similar section on gender attitudes and beliefs, which can show the differences and similarities in perceptions of stereotypical gender norms among students, teachers, and caregivers. More detailed analysis can demonstrate variation between respondents of different geographical areas, ages, or of other demographic characteristics, as well as associations between acceptability of gender norms and attitudes and the various types of SRGBV.

S4. Bullying

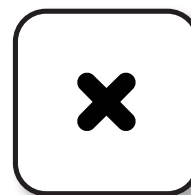
Students are asked to indicate how often they have experienced different types of bullying during the past school term, and are asked if the action occurred during the previous week. For comparability, it is important to clarify a defined time period in the past so that students can reflect upon their last completed school term. If the survey is administered at the beginning of the school year, such reflections are likely relevant to a previous grade level.

ADMINISTRATION GUIDANCE: The response options and cards for this section are different from any other section. After reading the statement, the survey administrator holds up two cards, and asks the student to point to or say the option that matches the appropriate opinion. It is important for the survey administrator NOT to present respondents with all four cards at once.

Agree



Disagree



If a student selects “agree,” the survey administrator then provides the following options:

Agree

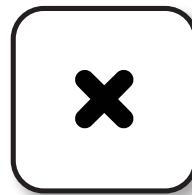


Strongly Agree

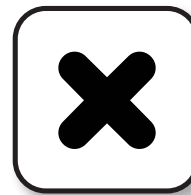


If a student selects “disagree,” the survey administrator then provides the following options:

Disagree



Strongly Disagree



Calculating bullying

indicators: Bullying is intentional and repeated behavior. Therefore, incidents that happen once are not included in the past school term indicators, which is different from corporal punishment or sexual violence where only one occurrence is sufficient to be counted.

Sample questions include:

Question: In the past school term, how many times has someone made fun of you and teased you?

Response: (choose one) Never, Once, A few times, Many times

Question: Did this happen to you during the past week?

Response: (choose one) Yes, No

The questions on bullying provide three indicators: 1) prevalence of bullying in the past school term, 2) prevalence of bullying in the past school week, and 3) extent of bullying acts in the past school term. Tables 10–12 in Annex C explain how to calculate and interpret these indicators. For example, the data might reveal the following:

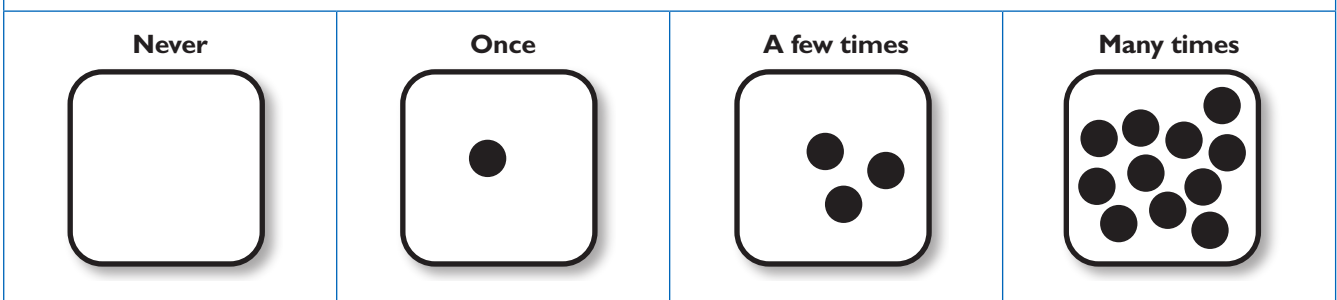
- Of students ages 8–10 in grades 3–5, 70 percent experienced bullying in the past school term.
- Of students ages 8–10 in grades 3–5, boys were more likely than girls to experience bullying in the past school week (40 percent versus 20 percent).
- Students ages 8–10 in grades 3–5 experienced, on average, three acts of bullying in the past school term.

The second indicator—prevalence of bullying in the past school week—should be interpreted with caution, as students provide a binary (yes/no) answer. Bullying is defined as behavior repeated multiple times; therefore, administrators cannot ascertain if any acts reported as occurring in the prior week were repeated or likely repeated.

Researchers and practitioners may want to further disaggregate individual types of bullying to assess which, if any, are particularly common.

ADMINISTRATION GUIDANCE: Survey administrators have the option of using response cards to hold up for the students, who will say or point to one of four response choices, as shown below:

Note: A few times = two–three times, Many times = over three times



S5. Corporal punishment

Students are asked to indicate if and how often they have experienced different types of corporal punishment from their teachers during the past school term, followed by inquiry about whether the action occurred during the past week. As with bullying, students must reflect back on their last completed school term, which may be a previous grade level. Sample questions include the following:

Question: In the past school term, how many times has a teacher made you stand or kneel in a way that hurts for a long period of time?

Response: (choose one) Never, Once, A few times, Many times

Question: Did this happen to you during the past week?

Response: (choose one) Yes, No

Questions on corporal punishment provide three indicators: 1) prevalence of corporal punishment in the past school term, 2) prevalence of corporal punishment in the past school week, and 3) extent of corporal punishment in the past school term. Tables 13–15 in Annex C explain how to calculate and interpret these indicators. For example, the data might reveal the following:

- Of students ages 11–14 in District X, over 90 percent experienced at least one act of corporal punishment in the past school term.
- Students ages 11–14 in District X experienced, on average, ten acts of corporal punishment at least once, six acts of corporal punishment more than once, and two acts of corporal punishment many times in the past school term.
- Of all students, those with a disability were more likely to experience at least one act of corporal punishment in the past school week (35 percent versus 30 percent).

Again, researchers and practitioners can select those subgroups to analyze, and may want to disaggregate individual types of corporal punishment.

ADMINISTRATION GUIDANCE: This section has the same response cards as the bullying section to use with the students.

S6. Sexual violence

Students are asked to indicate if and how often they have experienced different types of sexual violence during the past school term, followed by whether or not the action occurred during the past week. Questions were evaluated to determine which types of sexual violence are developmentally appropriate to ask children about. As a result, question types have been divided into three age groups: seven questions for ages 8–10, 17 questions for ages 11–14, and 22 questions for ages 15–18.

Sample question:

Question: In the past school term, how many times has anyone spied on you when you were not fully dressed, such as when you were changing clothes or in the toilet at your school?

Response: (choose one) Never, Once, A few times, Many times

Question: Did this happen to you during the past week?

Response: (choose one) Yes, No

Questions on sexual violence provide three indicators: 1) prevalence of sexual violence in the past school term, 2) prevalence of sexual violence in the past school week, and 3) extent of sexual violence in the past school term. Tables 16–18 in Annex C explain how to calculate and interpret these indicators. For example, the data might reveal the following:

- Of students ages 15–18, 60 percent experienced at least one act of sexual violence in the past school term.
- Of students ages 15–18, girls were more likely than boys to experience at least one act of sexual violence in the past school week (10 percent versus 2 percent).

Similar to other forms of SRGBV, researchers and practitioners may seek to further disaggregate individual types of sexual violence to assess potentially common trends. Researchers might also change the reporting level by incorporating subgroup comparisons to determine if sexual violence is more prevalent in a certain district or grade level, or related to certain demographic characteristics (such as orphanhood or disability).

ADMINISTRATION GUIDANCE: This section has the same response cards as the bullying section to use with the students.

Teacher Questionnaire

The teacher questionnaire is comprised of four sections, as described in further detail below:

- [T1. Background and socioeconomic characteristics](#)
- [T2. School climate](#)
- [T3. Gender attitudes and beliefs](#)
- [T4. Disciplinary practices](#)

T1. Background and socioeconomic characteristics

Teachers are asked a series of demographic questions, such as their sex and age, and targeted questions about their teaching background, including education, certification(s), years teaching, years at the school, and grades taught.

Researchers and practitioners may want to add or edit questions depending on local context and program/research needs. For example, levels of education or types of teaching certificates can vary by country. Teachers' ethnicity, native language, language they use to teach, or where they live may be relevant enough to warrant additional questions.

T2. School climate

This section is identical to the student section on school climate, although teachers are asked additional questions pertinent to their role, such as:

- Do administrators and teachers support one another?
- Do teachers, other personnel, and administrators function well as a team?

Teachers are read a list of thirty-six positive and negative statements related to their school, and are asked if these “never,” “rarely,” “some of the time,” or “always” occur. As with the student section, favorable responses include “always” or “some of the time” responses to positively phrased items, and “rarely” or “never” responses to negatively phrased items. [Table 19 in Annex C](#) indicates positively and negatively phrased items. To help with triangulation of the student and teacher questionnaires, the suggested variable name for the shared items are the same for both teachers and students.

T3. Gender attitudes and beliefs

This questionnaire section is the same for students, teachers, and caregivers. The questions vary slightly as pertinent to role, but shared items across the surveys have the same suggested variable name to facilitate analysis. The items in this section form the same three subscales: 1) favorable gender equality beliefs, 2) favorable gender identity beliefs, and 3) acceptability of dating violence/IPV. The indicators are described in greater detail in [Tables 20–22 in Annex C](#).

T4. Disciplinary practices

This section is unique to teachers, and asks teachers two open-ended questions related to how they reward and punish students:

Question	Response Options
When a student does well in your class (for example, answering a difficult question or doing well on an exam), what do you do to reward the student?	<ul style="list-style-type: none">1 = Tell the student's parents.2 = Praise/recognize the student publicly.3 = Reward the student with a prize or gift.4 = Other, specify (write response).
When a student misbehaves (for example, not paying attention, answering incorrectly, or talking back in class), what do you do to discipline the student?	<ul style="list-style-type: none">1 = Discuss with the student.2 = Discuss with the student's parents.3 = Give the student extra school work.4 = Have the student stay in the classroom during lunch/recess/break.5 = Have the student stay after school in detention.6 = Have the student perform chores at the school.7 = Have the student perform chores at your house.8 = Send the student to the principal/head teacher.9 = Recommend that the student be suspended from school.10 = Shout or yell at the student.11 = Make the student sit in the corner of the room.12 = Strike the student with your hand.13 = Strike the student with any type of object such as a cane or stick.14 = Pull or twist the ear of the student.15 = Make the student stand or kneel as punishment.16 = Other, specify (write response).

Response options given can, and should, be adapted for local context. Some questions may require additional response options. Some response options may not be applicable for the region in which you are working. For example, a contextually relevant reward might be added to the response options, like granting access to sports equipment.

Information gained from teacher responses in this section, while not directly comparable to sections from the student survey, can be triangulated to student survey responses, particularly regarding experiences of corporal punishment and perceptions of school climate. Teachers' responses can also indicate acceptability of certain types of behaviors or lack of knowledge of alternatives, which can inform program design. Tables 23 and 24 in Annex C provide further guidance on interpreting these indicators.

ADMINISTRATION GUIDANCE: The survey administrator should ask the questions without providing response options, then wait for the teacher to provide a response. There are several possible answer options that should cover the teacher's response, and the administrator should select the responses that align with the teacher's answers. If an answer does not match a response option, there is an option for "other," where the administrator should write the response as clearly as possible. Importantly, while the question should first be asked open-ended, the survey administrator should probe on the options not given. For example, when asked how they reward a student, a teacher might respond "I praise the student in front of the class. Sometimes I hold a contest and the student with the best mark on the final exam gets a book." The administrator should mark response options #2 and #3, then follow up and ask "Do you do anything else to praise a student?" Teachers are next asked the frequency of their rewards and punishments during the past school term: "Once," "A few times," or "Many times." This follow-up question is ONLY asked for the response options that a teacher says he or she uses as reward and punishment. If the teacher in the above example does not tell a student's parents, no follow-up question on this item should be asked.

Note: A few times = two–three times, Many times = over three times

Caregiver Questionnaire

The caregiver questionnaire has two sections:

- [C1. Background and socioeconomic characteristics](#)
- [C2. Gender attitudes and beliefs](#)

C1. Background and socioeconomic characteristics

Caregivers⁴² are asked a series of demographic questions, (including sex, age, and level of education). The household assets should be updated to reflect common items that are appropriate for the region.

As with the background section for students and teachers, practitioners may want to add, edit, or delete questions for caregivers depending on local context and program/research needs.

C2. Gender attitudes and beliefs

This section is the same for students, teachers, and caregivers. Questions vary slightly as pertinent to role, but shared items across the surveys have the same suggested variable name to facilitate analysis. Items in this section form the same three subscales: 1) favorable gender equality beliefs, 2) favorable gender identity beliefs, and 3) acceptability of dating violence/IPV. The indicators are described in greater detail in [Tables 25–27 in Annex C](#).

Suggestions for advanced analysis: Linking SRGBV and its risk factors and drivers

Data collected using the SRGBV survey can be used to investigate associations between the prevalence and extent of the different types of SRGBV and the risk factors and drivers of SRGBV.

Examples of research questions to investigate such association may include:

- Are female students from poorer households at a higher risk of experiencing corporal punishment than their male peers?
- Is a more positive school climate associated with lower prevalence of bullying?
- Do teachers hold more equitable gender attitudes and beliefs than caregivers?

Depending upon the research questions and design, users can apply different approaches to examine associations between risk factors and drivers, and the prevalence and extent of SRGBV. These approaches can include simple correlations, tests of proportions, t-tests, and more advanced regression models that account for clustering of data at the classroom, school, or other levels.

⁴² The term caregiver is used throughout the toolkit as an umbrella term that is inclusive of parents and other primary caregivers.

Analysis can be focused at different levels, depending upon the design of the study (e.g., at the student, teacher, or school level).

Examples of broad approaches to addressing sample research questions are provided below.

1. Question: Are female students from the poorer households at a higher risk of experiencing corporal punishment than their male peers?

Approach:

- Construct a household wealth index and create household wealth quintiles using the household characteristics data. Data reduction techniques such as principal components analysis can be used to create such an index
- Estimate a regression model at the student level where:
 - Dependent variable is equal to one if a student experienced corporal punishment in the past school term and equal to zero if the student did not experience corporal punishment in the past school term,
 - Key independent variables are:
 - Student is from poorer household: equal to one if a student is in the lowest wealth quintile, and equal to zero otherwise
 - Female student: equal to one if the student is a female and equal to zero if the student is a male
 - Interaction between student from poorer household and female student: equal to one if the student is from poorer household and is a female and equal to zero otherwise
 - Other control variables could be introduced in the regression model, for example, student's age and grade

2. Question: Is a more positive school climate associated with lower prevalence of bullying?

Approach:

- Calculate the prevalence of bullying in the past school term for each school in the study
- Calculate the average percentage of favorable responses toward positive school climate reported by students, teachers, and caregivers for each school in the study
- Generate a scatter plot with the percentage of favorable responses toward positive school climate in the x-axis and the prevalence of bullying in the y-axis and show the regression line
- Calculate the Pearson correlation coefficient

3. Question: Do teachers hold more equitable gender attitudes and beliefs than caregivers?

Approach:

- For items that are included in both teachers' and caregivers' questionnaires:
 - Calculate the average percentage of favorable responses toward gender equality reported by teachers
 - Calculate the average percentage of favorable responses toward gender equality reported by caregivers
- Run student's t-test for difference in means between the two groups (teachers and caregivers)

Finally, the SRGBV survey can also be used to collect data to evaluate the impact of SRGBV prevention interventions using quasi-experimental or experimental designs. For example, for an impact evaluation that includes a treatment and a control group and collects data before the start of the intervention (baseline) and at the end of the intervention (endline), difference-in-differences tests for each measure of SRGBV can assess whether the intervention reduced the prevalence and extent of SRGBV.

Additional Resources

Implementation Research Toolkit produced by the Special Programme for Research and Training in Tropical Diseases (TDR)

Gender and Information Communication Technology (ICT) Toolkit produced by USAID

Guidance on Engaging Stakeholders produced by USAID

The World Bank Fieldwork Management Protocols

[Field Management](#)

[Survey Pilot](#)

[Training Guidelines: Content and Structure](#)

[Enumerator Training](#)

[Data Quality Assurance Plan](#)

[Monitoring Data Quality](#)

[Data Cleaning](#)

Glossary

Bullying – Any nonsexual form of intimidation that is perpetrated with intention to harm, either psychologically or physically. The act of bullying is grounded in a power differential between the perpetrator and the victim. Excluding corporal punishment, 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. Physical bullying includes relational bullying (intentional exclusion of a peer from social circles); theft; and cyberbullying (intimidating others via text messaging or on social media sites). Bullying and other nonsexual forms of intimidation can be perpetrated by peers, teachers, other school staff, and persons encountered on the way to and from school.

Children – A person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger.⁴³

Cognitive interview – An approach used to evaluate sources of bias in survey questionnaires. Through systematic inquiry with members of the respondent population, data is collected from cognitive interviews that guide the evaluation of survey instructions and survey questions in such a way as to maximize their validity, and in turn, increase reliability.

Content validity – Indicates how adequately the content of an instrument captures the data intended for measurement.

Corporal punishment – A form of psychological or physical violence that involves the deliberate infliction of physical pain or humiliation to discipline or to reform a student or deter attitudes or behaviors deemed unacceptable or inappropriate. Corporal punishment is rooted in the power given to authority. 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. 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. Corporal punishment is a gendered practice, as it is perpetrated differently against boys and girls.

⁴³ U.S. Agency for International Development (USAID), *USAID Education Policy* (Washington, DC: USAID, 2018).

Cronbach’s alpha coefficient – A measure of the internal consistency of a test containing items that are not scored dichotomously, based on the extent to which test-takers who answer a given test at one time and in one way respond to other items in a similar way.

Drivers – Institutional and structural factors at the school and community levels that create conditions in which violence is more or less likely to occur.⁴⁴ For instance, school climate can be a driver of SRGBV in that schools are formal institutions with rules and norms that may permit or restrict the use of violence through mechanisms like child protection policies. In this way, drivers influence a child’s risk of, or protection from, violence.

Gender – A social construct that refers to relations between and among the sexes based on their relative roles. It encompasses the economic, political, and socio-cultural attributes, constraints, and opportunities associated with being male or female. As a social construct, gender varies across cultures, is dynamic, and is open to change over time. Because of the variation in gender across cultures and over time, gender roles should not be assumed but investigated. Note that gender is not interchangeable with women or sex.⁴⁵

Informed consent – The ethical and legal requirement for a researcher to tell all potential research participants about the study’s procedures, the information that participants will be asked to disclose to the researcher, and the intended uses of that information. Informed consent should be documented through a written consent form approved by the Institutional Research Board and signed by the subject or the subject’s legally authorized representative. A copy of the consent form should be given to the person signing the form.

Intimate partner violence – One of the most common forms of violence against women and girls; it refers to behavior by a current or previous husband, boyfriend, or other partner that causes physical, sexual, or psychological harm, including physical aggression, sexual coercion, psychological abuse, and controlling behaviors.⁴⁶

Psychometrics – Psychometrics is a field of study concerned with the theory and technique of psychological measurement. Generally, it refers to the field in psychology and education that is devoted to testing, measurement, assessment, and related activities. The field is concerned with the objective measurement of skills and knowledge, abilities, attitudes, personality traits,

⁴⁴ Maternowska, M.C. and Potts, A., *The Multi-Country Study on the Drivers of Violence Affecting Children: A Child-Centred Integrated Framework for Violence Prevention* (Florence: UNICEF Office of Research – Innocenti, 2017).

⁴⁵ USAID, *Automated Directive Systems (ADS) 201*, (Washington, DC: USAID, 2021).

⁴⁶ UNGEI, *A Whole School Approach to Prevent School-Related Gender-Based Violence Minimum Standards and Monitoring Framework* (New York, NY: UNGEI, 2018).

and educational achievement. Some psychometric researchers focus on analysis of the construction and validation of assessment instruments such as questionnaires, tests, raters' judgments, and personality tests.

Reliability – Defined in quantitative research as the consistency with which an instrument measures what it is supposed to measure. Internal consistency reliability is a psychometric index of the inter-correlations among the items comprising a test or survey instrument and estimates the degree to which the set of items measures a single construct (e.g., bullying). Thus, the stronger the inter-correlations among items, the higher the reliability estimate. If an instrument has low reliability, then it is difficult to say exactly “what” is being measured.

Research protocol – Describes the who, what, where, when, why, and how of a desired research activity. Generally, a research protocol will describe what the research purpose and the research design are, how participants are selected, what will happen (in detail) during the research activity, what consent and assent process will be followed, what data will be collected, and how these data will be kept confidential.

Risk factors – Factors at the individual, interpersonal, and community levels that may impact the risk of a child experiencing SRGBV.⁴⁷ For example, gender attitudes may reinforce negative gender norms and practices that may put a girl or boy at risk of some form of SRGBV. On the other hand, they may support and reinforce positive gender norms and practices that enable protection of a girl or boy from various forms of SRGBV.

School-Related Gender-Based Violence – 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. School-related gender-based violence reinforces gender roles and perpetuates gender inequalities, and 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.⁴⁸

⁴⁷ Ibid.

⁴⁸ USAID, *USAID Education Policy* (Washington, DC: USAID 2018), 47.

School climate – The quality and character of school life. School climate is based on patterns of students’, parents’ and school personnel’s experience of school life; it also reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.⁴⁹

Sexual violence – A physical or psychological act 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 intimidation is used to coerce a sexual act. 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 pupils is considered sexual violence and abuse. Sexual violence can be perpetrated verbally, through any unwanted sexual attention, such as requesting sexual favors, teasing or taunting about dress or personal appearance, or forcing pupils to watch pornography or listen to sexually explicit language.

Subscale – A scale used to measure dimensions of a larger construct. For example, bullying is one dimension of SRGBV. The bullying subscale measures that dimension of SRGBV.

Validity – The integrity, or “truth,” of a study’s findings. In qualitative research, the extent to which the research uses methods and procedures that ensure a high degree of research quality and rigor.

⁴⁹ The National School Climate Center, *What Is School Climate?* (New York, New York: n.d.).

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Annexes

Annex A

SRGBV Survey
Validation

Annex B

SRGBV Survey

Annex C

SRGBV Indicator
Reference Tables

Annex A. SRGBV Survey Validation

Development of the survey questionnaires

The SRGBV survey was originally developed and piloted by RTI International in collaboration with USAID and Dexis Consulting Group. The initial item content included in the questionnaires was informed by a literature review on how SRGBV is defined and studied. The items themselves were sourced from existing questionnaires and surveys that focused on various aspects of SRGBV.

Thorough cognitive interviewing was the first step in ensuring that students and adults understood the instruction and item content. The SRGBV survey was piloted in Malawi with 450 students, 150 caregivers, and 150 teachers, followed by a psychometric evaluation of reliability and validity and of the discrete factors and constructs measured.

The piloting in Malawi specifically tested reliability and validity. Content validity—that is, the principle that items do measure the intended constructs—was ensured during the item-development phase. Methods used were an expert review of the questions and cognitive interviewing.

After the pilot data collection, extensive analyses on all the questionnaires to further analyze the reliability and validity were conducted using the following methods:

Table 4. Methods of Analysis Used to Validate the SRGBV Survey

To evaluate item fit, redundancy checks, and range of difficulty:	To evaluate internal consistency:	To determine dimensionality or latent factor structure:
<ul style="list-style-type: none">Classical test theoryItem-response theory (Rasch) methods	<ul style="list-style-type: none">Cronbach's alphaOmega reliability estimateTest–retest (for perceptions of school climate only)	<ul style="list-style-type: none">Exploratory factor analysesConfirmatory factor analyses

Survey reliability (internal consistency)

The SRGBV survey was later revised to remove items that did not perform well based on the results of the psychometric evaluation. Cronbach's alpha for each of the scales derived from the revised SRGBV survey are as follows:

Table 5. SRGBV Survey Reliability Results

Scale	8-10 year olds	11-14 year olds	15-18 year olds	Teachers	Caregivers
Experiences of bullying	0.78	0.72	0.73	—	—
Experiences of corporal punishment	0.75	0.73	0.63	—	—
Experiences of sexual violence	0.64	0.78	0.86	—	—
Perceptions of school climate	0.82	0.85	0.85	0.85	—
Gender attitudes and beliefs	0.33	0.40	0.45	0.50	0.59
Acceptability of dating violence	—	—	0.51	0.72	0.61

No alphas are presented for gender identity beliefs as it currently contains only two items. The gender attitudes and beliefs scale showed weak reliability for all groups of respondents but in particular for younger students. Future studies should consider further revising the gender attitudes and beliefs scale and incorporating additional items addressing gender identity.

SRGBV Survey Student Questionnaire

S1. Background and Socioeconomic Characteristics

S2. School Climate

S3. Gender Attitudes and Beliefs

S4. Bullying

S5. Corporal Punishment

S6. Sexual Violence

S1. Background and Socioeconomic Characteristics				
SUGGESTED PRE-POPULATED AND INTERVIEW INFORMATION				
Name of Province, District, Community				
Name and unique ID of School				
Unique ID of participant				
Interview date				
Interviewer unique ID				
Language of interview				
Time interview starts				
<p>Start by reading assent form. Sample language: <i>We will now begin the interview. The questions will take about one hour. Remember that some of the questions might be sensitive because they ask about your experiences about violence. However, you are never required to discuss anything that you don't want to or that makes you uncomfortable. All of the answers you give will be confidential and will not be shared with anyone other than members of our team. The only exception to this is if you tell me that someone has put you in danger. If this is the case, you can talk with a counselor. No part of this interview is being recorded in tape or video. If I ask you any question you don't want to answer, just let me know and I will go on to the next question. You can also stop the interview at any time. Ready?</i></p>				
		Agree/Refuse interview	1 = Agree 2 = Refuse	If 2 → STOP SURVEY
PART I. STUDENT CHARACTERISTICS				
<i>I am going to start the interview by asking you a few questions about yourself.</i>				
SUGGESTED VARIABLE NAME	QUESTION NUMBER	QUESTIONS	RESPONSES	SKIPS/NOTES
sdem01	101	Are you a girl or a boy?	1 = Boy 2 = Girl	
sdem02	102	How old are you?	Years	
sdem03	103	What grade [Insert Local Term] are you in at school?	Grade	

sdem04	104	Did you go to this school or a different school last term?	1 = This school 2 = Different school 3 = Didn't attend school last year 98 = Don't know/No response	Give specific dates for last school term. Time period should be the same as the reference period for the sections on bullying, corporal punishment, and sexual violence.
sdem05	105	What language do you speak most often at home?	Write Response	
sdis01	106	Using your usual (customary) language, do you have difficulty communicating, for example understanding and being understood?	0 = No - No Difficulty 1 = Yes - Some Difficulty 2 = Yes - A lot of difficulty 3 = Cannot do at all 98 = Don't know/No response	
sdis02	107	Do you have difficulty seeing, even if wearing glasses?	0 = No - No Difficulty 1 = Yes - Some Difficulty 2 = Yes - A lot of difficulty 3 = Cannot do at all 98 = Don't know/No response	
sdis03	108	Do you have difficulty hearing, even if using a hearing aid?	0 = No - No Difficulty 1 = Yes - Some Difficulty 2 = Yes - A lot of difficulty 3 = Cannot do at all 98 = Don't know/No response	
sdis04	109	Do you have difficulty walking or climbing steps?	0 = No - No Difficulty 1 = Yes - Some Difficulty 2 = Yes - A lot of difficulty 3 = Cannot do at all 98 = Don't know/No response	
sdis05	110	Do you have difficulty remembering or concentrating?	0 = No - No Difficulty 1 = Yes - Some Difficulty 2 = Yes - A lot of difficulty 3 = Cannot do at all 98 = Don't know/No response	
sdis06	111	Do you have difficulty (with self-care such as) washing all over or dressing?	0 = No - No Difficulty 1 = Yes - Some Difficulty 2 = Yes - A lot of difficulty 3 = Cannot do at all 98 = Don't know/No response	

sdem05	112	Is your father living?	0 = No 1 = Yes 98 = Don't know/No response	
sdem06	113	Is your mother living?	0 = No 1 = Yes 98 = Don't know/No response	
sdem07	114	How many days were you absent from school in the past week?	Write Response	
sdem08	115	How do you usually travel to school?	Select all that apply: 1 = Walk 2 = Bus 3 = Taxi [Insert Local Term] 4 = Other	
sdem09	116	If you walk, do you walk alone or with a friend?	1 = Alone 2 = With a friend 98 = Don't know/No response	If 115 = 1
sdem10	117	If you travel by taxi [Insert Local Term], do you travel alone or with a friend?	1 = Alone 2 = With a friend 98 = Don't know/No response	If 115 = 3

PART 2. HOUSEHOLD CHARACTERISTICS

ONLY ask Part 2 if there is no parent survey. *Now I would like to ask you some questions about your household.*

SUGGESTED VARIABLE NAME	QUESTION NUMBER	QUESTIONS	RESPONSES	SKIPS/NOTES
s_ses01	118	What type of toilet does your family use at your home?	1 = Pit toilet (including shared and communal) 2 = Flush/eastern toilet outside your home 3 = Flush/ eastern toilet inside your home 98 = Don't know/No response	[Point to appropriate pictograms, if using.]
s_ses02	119	How does your family prepare meals at your home? Does your family normally use...?	1 = Firewood 2 = Charcoal burner 3 = Kerosene stove 4 = Gas stove 5 = Electric stove/ cooker 98 = Don't know/No response	[Point to appropriate pictograms, if using.]

s_ses03	120	Where do you get water for washing and bathing at home? From a ...?	1 = River, lake, or stream 2 = Well or borehole 3 = Communal tap 4 = Tap in your home 5 = Water truck or tank 98 = Don't know/No response	[Point to appropriate pictograms, if using.]
s_ses04	121	Does your family have a radio?	0 = No 1 = Yes 98 = Don't know/No response	[Point to appropriate pictograms, if using.]
s_ses05	122	Does your family have a mobile telephone?	0 = No 1 = Yes 98 = Don't know/No response	[Point to appropriate pictograms, if using.]
s_ses06	123	Does your family have a television?	0 = No 1 = Yes 98 = Don't know/No response	[Point to appropriate pictograms, if using.]
s_ses07	124	Does your family have a computer?	0 = No 1 = Yes 98 = Don't know/No response	[Point to appropriate pictograms, if using.]
s_ses08	125	Does your family have a refrigerator?	0 = No 1 = Yes 98 = Don't know/No response	[Point to appropriate pictograms, if using.]
s_ses09	126	Does your family have a bicycle?	0 = No 1 = Yes 98 = Don't know/No response	[Point to appropriate pictograms, if using.]
s_ses10	127	Does your family have a motorbike?	0 = No 1 = Yes 98 = Don't know/No response	[Point to appropriate pictograms, if using.]
s_ses11	128	Does your family have a motor vehicle?	0 = No 1 = Yes 98 = Don't know/No response	[Point to appropriate pictograms, if using.]
s_ses12	129	Does your family have a kitchen inside the home?	0 = No 1 = Yes 98 = Don't know/No response	

S2. School Climate

Now I will ask you some questions about your school. I will say a sentence and I want you to think about it carefully. If the sentence is never true for you, you will say, 'never' and point to this card. **Point to the card that has no dots on it.** If the sentence is rarely true for you, you will say 'rarely' and point to this card. **Point to the card that has one dot on it.** If the sentence is some of the time true for you, you will say 'some of the time' and point to this card. **Point to the card that has a few dots.** If this is always true for you, you will say 'always' and point to this card. **Point to the card that has many dots on it.** So again, the choices mean from your opinion 'never true', 'rarely true', 'some of the time true' or 'always true'. Do you understand? Are you ready? **If the respondent does not understand the instructions, repeat this and provide assistance. Repeat the response options as needed when reading the statements.**

SUGGESTED VARIABLE NAME	QUESTION NUMBER	QUESTIONS	RESPONSES
s_clim01	201	Students treat each other with respect.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
s_clim02	202	Students ask their teachers for help with their classwork.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
s_clim03	203	Students get along with each other.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
s_clim04	204	Teachers treat girls and boys equally.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
s_clim05	205	Teachers threaten to hurt students.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response

s_clim06	206	School officials take action when students hurt other students.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
s_clim07	207	Boys feel safe when traveling to school.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
s_clim08	208	Teachers care about the students they teach.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
s_clim09	209	Students from different religious and ethnic backgrounds get along with each other.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
s_clim10	210	Students are afraid to go to school for fear of punishment.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
s_clim11	211	Teachers or school officials take action when students report violence.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
s_clim12	212	Teachers listen when students come to them with their problems.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response

s_clim13	213	Students treat students with disabilities with kindness.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
s_clim14	214	Students are asked to help decide what is best for the class or school.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
s_clim15	215	Students are punished too much for little things.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
s_clim16	216	Gangs [Insert Local Term] are a problem.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
s_clim17	217	Boys feel safe at school.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
s_clim18	218	Students report incident(s) of sexual harassment or sexual violence [Insert Local Terms].	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
s_clim19	219	When needed, individual assistance and psychological counseling [Insert Local Terms] are provided to students	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response

s_clim20	220	Students from different religious and ethnic backgrounds fight with each other.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
s_clim21	221	Students follow the rules in class and school.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
s_clim22	222	The cane [Insert Local Term] or other forms of physical discipline (e.g., pulling ears, kicking, slapping, standing in the sun) are used.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
s_clim23	223	Girls feel safe when traveling to school.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
s_clim24	224	Teachers favor some students over others.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
s_clim25	225	Teachers help students individually with their school work.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
s_clim26	226	Boys and girls are nice to each other.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response

s_clim27	227	Teachers are unkind to children with disabilities.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
s_clim28	228	Violence is a problem.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
s_clim29	229	Girls feel safe at school.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
s_clim30	230	Students threaten other students and call them names.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
s_clim31	231	Students report incident(s) of physical violence when they experience it or witness it.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
s_clim32	232	Students are punished unfairly.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
s_clim33	233	Teachers give orphans and very poor pupils a chance to participate in class.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
s_clim34	234	Students treat orphans the same as other pupils.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response

S3. Gender Attitudes and Beliefs

Now I will read some different statements to you, that I want to know if you agree with or disagree with. I will say a sentence and I want you to think about it carefully. If you agree with the statement, you will say, 'agree' and point to this card. **Point to the 'agree' card.** If you disagree with the statement, you will say 'disagree' and point to this card. **Point to the 'disagree' card.** After answering each question: Do you just agree /disagree? **Point to the card that represents 'just agree/disagree.'** Or do you strongly agree/disagree? **Point to the card that represents 'strongly agree/disagree.'**

PART I. GENDER ATTITUDES AND BELIEFS

SUGGESTED VARIABLE NAME	QUESTION NUMBER	QUESTIONS	RESPONSES
s_gna01	301	Only men should work for pay.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
s_gna02	302	Girls are smarter than boys.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
s_gna03	303	A mother should tolerate violence from the father in order to keep the family together.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
s_gna04	304	Boys who act like girls deserve to be called names like sissy or gay [Insert Local Terms or Equivalent].	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
s_gna05	305	It is acceptable for a girl to act or dress more like a boy.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
s_gna06	306	It is more important for boys than girls to perform well in school.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response

s_gna07	307	It is acceptable for a woman to disagree with her husband.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
s_gna08	308	Boys are smarter than girls.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
s_gna09	309	If the father and mother both work, fathers should share in cooking and cleaning.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
s_gna10	310	Girls should continue in school, even if they get married.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
s_gna11	311	The father should have more say than the mother in making family decisions.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
s_gna12	312	It is acceptable for a boy to act or dress more like a girl.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
s_gna13	313	Boys are better at mathematics and science than girls.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response

s_gna14	314	It is better for girls to be quiet and shy.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
s_gna15	315	It is acceptable for boys to cry.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
STOP Survey for ages 8-10, continue for ages 11 and above			
s_gna16	316	It is acceptable for boys and men to make sexual comments to girls at school or when the girls are walking to school.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
s_gna17	317	It is acceptable for a girl to get married before she is xx years old [xx = Local Legal Age of Consent].	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
STOP Survey for ages 11-14, continue for ages 15 and above			
s_gna18	318	When girls and boys are dating, it is important that the girl does what the boy wants her to do.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
s_gna19	319	In order for a boy to be accepted by his teenage friends he should have sex with his girlfriend.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
s_gna20	320	It is acceptable for girls to take things such as a cell phone, money, or jewelry in exchange for sexual favors.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response

PART 2. ACCEPTABILITY OF IPV (DATING VIOLENCE)			
SUGGESTED VARIABLE NAME	QUESTION NUMBER	QUESTIONS	RESPONSES
s_ipv01	321	It is acceptable for a boy to hit his girlfriend.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
s_ipv02	322	If a boy and a girl have already been intimate, then it is OK for him to force her to have sex even if she wants him to stop.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
s_ipv03	323	My friends would be shocked if I hit my boyfriend or girlfriend.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
s_ipv04	324	Boys sometimes deserve to be hit by the girls they are dating.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
s_ipv05	325	If I hit my boyfriend or girlfriend, my friends would think that I was cool.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
s_ipv06	326	I would feel ashamed if I was violent against my boyfriend or girlfriend.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
s_ipv07	327	Girls sometimes deserve to be hit by the boys they are dating.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response

s_jpv08	328	It is acceptable for a girl to hit her boyfriend.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
s_jpv09	329	Hitting a boyfriend or girlfriend is not a big deal.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response

S4. Bullying

Now I will ask you about different things that sometimes happen to students in and near school. I'll first ask you if something happened to you during the past school term [provide dates if possible], then if this happened to you during the last week. 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 if this 'never' happened during the past school term, if it happened 'once,' or 'a few times,' or if it happened 'many times.' **Point to the different cards as you say them.**

SUGGESTED VARIABLE NAME	QUESTION NUMBER	QUESTIONS Begin each term question with "In the past school term, how many times did someone..."	RESPONSES
bv1_term	401a	Made fun of you and teased you.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
bv1_week	401b	Did this happen to you during the past week?	0 = No 1 = Yes
bv2_term	402a	Said mean things to you or called you names that you did not like.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
bv2_week	402b	Did this happen to you during the past week?	0 = No 1 = Yes
bv3_term	403a	Left you out of your group of friends, games or activities.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response

bv3_week	403b	Did this happen to you during the past week?	0 = No 1 = Yes
bv4_term	404a	Stole something from you.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
bv4_week	404b	Did this happen to you during the past week?	0 = No 1 = Yes
bv5_term	405a	Broke or ruin something of yours on purpose.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
bv5_week	405b	Did this happen to you during the past week?	0 = No 1 = Yes
bv6_term	406a	Physically hurt you on purpose by pushing you down, kicking you, or hitting you with a hand, clenched fist, object or a weapon.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
bv6_week	406b	Did this happen to you during the past week?	0 = No 1 = Yes
bv7_term	407a	Threatened to hurt you or your family, but did not do it.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
bv7_week	407b	Did this happen to you during the past week?	0 = No 1 = Yes
bv8_term	408a	Forced you to do something you did not want to do such as join a group in making fun of or hurting another student.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
bv8_week	408b	Did this happen to you during the past week?	0 = No 1 = Yes

bv9_term	409a	Told lies about you or spread rumors or stories about you to other students or a teacher that were not true.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
bv9_week	409b	Did this happen to you during the past week?	0 = No 1 = Yes

S5. Corporal Punishment

Please tell me how many times a teacher did the following things to you — not somebody else — during the past school term. Then I will ask if this happened in the last school week. Please tell me by pointing if this 'never' happened in the past school term, or if it happened 'once,' 'a few times,' or 'many times.' **Point to the different cards as you say them.**

SUGGESTED VARIABLE NAME	QUESTION NUMBER	QUESTIONS Begin each term question with “In the past school term, how many times did someone...”	RESPONSES
cp1_term	501a	Shouted things at you in front of your classmates that made you feel embarrassed.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
cp1_week	501b	Did this happen to you during the past week?	0 = No 1 = Yes
cp2_term	502a	Hit you with a hand or closed fist on any part of your body.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
cp2_week	502b	Did this happen to you during the past week?	0 = No 1 = Yes
cp3_term	503a	Hit you with any type of object, such as a cane, stick, belt, or book	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
cp3_week	503b	Did this happen to you during the past week?	0 = No 1 = Yes

cp4_term	504a	Pulled or twisted your ear:	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
cp4_week	504b	Did this happen to you during the past week?	0 = No 1 = Yes
cp5_term	505a	Made you stand or kneel in a way that hurts or for a long period of time.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
cp5_week	505b	Did this happen to you during the past week?	0 = No 1 = Yes
cp6_term	506a	Made you work at the school as punishment.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
cp6_week	506b	Did this happen to you during the past week?	0 = No 1 = Yes
cp7_term	507a	Made you work at the teacher's house as punishment.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
cp7_week	507b	Did this happen to you during the past week?	0 = No 1 = Yes

S6. Sexual Violence

During this past school term, how many times did anyone do any of the following things to you – not somebody else – when you were at school or when you were traveling to or from school and you did not want them to? Then I will ask if this happened in the last school week. Please tell me by pointing if this ‘never’ happened in the past school term, or if it happened ‘once,’ ‘a few times,’ or ‘many times.’ **Point to the different cards as you say them.**

SUGGESTED VARIABLE NAME	QUESTION NUMBER	QUESTIONS Begin each term question with “In the past school term, how many times did someone...”	RESPONSES
sv1_term	601a	Spied on you when you were not fully dressed such as when you were changing clothes or in the toilet at your school.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
sv1_week	601b	Did this happen to you during the past week?	0 = No 1 = Yes
sv2_term	602a	Showed you their bottom, breasts, or private parts when you didn't want them to.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
sv2_week	602b	Did this happen to you during the past week?	0 = No 1 = Yes
sv3_term	603a	Pulled at your clothing to expose your underwear or your body.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
sv3_week	603b	Did this happen to you during the past week?	0 = No 1 = Yes
sv4_term	604a	Forced you to kiss them and you didn't want them to.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
sv4_week	604b	Did this happen to you during the past week?	0 = No 1 = Yes

sv5_term	605a	Touched, grabbed or pinched your bottom, breast or private parts.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
sv5_week	605b	Did this happen to you during the past week?	0 = No 1 = Yes
sv6_term	606a	Tried to get you to touch their private parts but you didn't do it.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
sv6_week	606b	Did this happen to you during the past week?	0 = No 1 = Yes
sv7_term	607a	Forced you to touch their private parts.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
sv7_week	607b	Did this happen to you during the past week?	0 = No 1 = Yes
STOP Survey for ages 8-10, continue for ages 11 and above			
sv8_term	608a	Made sexual comments about you, your body, or your clothes.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
sv8_week	608b	Did this happen to you during the past week?	0 = No 1 = Yes
sv9_term	609a	Made sexual gestures at you or looked at you in a sexual way.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
sv9_week	609b	Did this happen to you during the past week?	0 = No 1 = Yes

sv10_term	610a	Made love proposals to you that upset you.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
sv10_week	610b	Did this happen to you during the past week?	0 = No 1 = Yes
sv11_term	611a	Showed you or gave you sexual pictures or sexual videos on a cell phone.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
sv11_week	611b	Did this happen to you during the past week?	0 = No 1 = Yes
sv12_term	612a	Sent you SMSs messages that were sexual jokes or love proposals that you didn't want.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
sv12_week	612b	Did this happen to you during the past week?	0 = No 1 = Yes
sv13_term	613a	Called you names such as sissy, gay, homo (boys), lesbian, dike (girls).	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
sv13_week	613b	Did this happen to you during the past week?	0 = No 1 = Yes
sv14_term	614a	Spread sexual rumors and lies about you.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
sv14_week	614b	Did this happen to you during the past week?	0 = No 1 = Yes

sv15_term	615a	Intentionally brushed against you or bumped into you in a sexual way.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
sv15_week	615b	Did this happen to you during the past week?	0 = No 1 = Yes
sv16_term	616a	Tried to get you to do something sexual other than kissing, including sexual intercourse but you didn't do it.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
sv16_week	616b	Did this happen to you during the past week?	0 = No 1 = Yes
sv17_term	617a	Forced you to do something sexual other than kissing, including sexual intercourse.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
sv17_week	617b	Did this happen to you during the past week?	0 = No 1 = Yes
STOP Survey for ages 11-14, continue for ages 15 and above			
sv18_term	618a	Offered to give you a ride in their taxi, motorbike or bicycle if you did something sexual, like kissing or bad touching, in exchange.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
sv18_week	618b	Did this happen to you during the past week?	0 = No 1 = Yes
sv19_term	619a	Offered to give you food or a drink if you did something sexual, like kissing or bad touching, in exchange.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
sv19_week	619b	Did this happen to you during the past week?	0 = No 1 = Yes

sv20_term	620a	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.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
sv20_week	620b	Did this happen to you during the past week?	0 = No 1 = Yes
sv21_term	621a	Offered to give you good marks if you did something sexual, like kissing or bad touching. If "Never" or "No response" => Jump to question 38a	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
sv21_week	621b	Did this happen to you during the past week?	0 = No 1 = Yes
sv22_term	622a	Threatened to give you bad marks if you didn't do something sexual, like kissing or bad touching.	0 = Never 1 = Once 2 = A few times 3 = Many times 98 = Don't know/No response
sv22_week	622b	Did this happen to you during the past week?	0 = No 1 = Yes

SRGBV Survey Teacher Questionnaire

T1. Background and Socioeconomic Characteristics

T2. School Climate

T3. Gender Attitudes and Beliefs

T4. Disciplinary Practices

T1. Background and Socioeconomic Characteristics				
SUGGESTED PRE-POPULATED AND INTERVIEW INFORMATION				
Name of Province, District, Community				
Name and unique ID of School				
Unique ID of participant				
Interview date				
Interviewer unique ID				
Language of interview				
Time interview starts				
<p>Start by reading consent form. Sample language: <i>We will now begin the interview. The questions will take about thirty minutes. Some of the questions might be sensitive, however, you are never required to discuss anything that you don't want to or that makes you uncomfortable. All of the answers you give will be confidential and will not be shared with anyone other than members of our team. No part of this interview is being recorded in tape or video. If I ask you any question you don't want to answer, just let me know and I will go on to the next question. You can also stop the interview at any time. Ready?</i></p>				
		Agree/Refuse interview	1 = Agree 2 = Refuse	If 2 → STOP SURVEY
TEACHER CHARACTERISTICS				
<i>I am going to start the interview by asking you a few questions about yourself.</i>				
SUGGESTED VARIABLE NAME	QUESTION NUMBER	QUESTIONS	RESPONSES	SKIPS/NOTES
tdem01	101	Are you a male or a female?	1 = Male 2 = Female	
tdem02	102	Are you a title holding, volunteer, or trainee teacher?	1 = Title 2 = Volunteer 3 = Trainee 98 = Don't know/No response	Response options can be updated to reflect local terms.

tdem03	103	What is the highest level of education you have completed?	<p>1 = None</p> <p>2 = Some primary school but did not complete primary school</p> <p>3 = Completed primary school</p> <p>4 = Some secondary school but did not complete secondary school</p> <p>5 = Completed secondary school</p> <p>6 = Some university but did not complete university</p> <p>7 = Earned bachelor's degree</p> <p>8 = Higher than bachelor's degree</p> <p>9 = Professional school</p>	Response options can be customized for teaching degrees if appropriate for context.
tdem04	104	How many years have you worked as a teacher?	Write Response	
tdem05	105	How many years have you been assigned to this school?	Write Response	
tdem06	106	What classes do you teach this year?	<p>Select all that apply [adapt response options to reflect school]</p> <p>1 = First grade</p> <p>2 = Second grade</p> <p>3 = Third grade</p> <p>4 = Fourth grade</p> <p>5 = Fifth grade</p> <p>6...</p>	

T2. School Climate

Now I will ask you some questions about your school. I will say a sentence and I want you to think about it carefully. In your opinion, if the sentence is never true, you will say, 'never.' If the sentence is rarely true for you, you will say 'rarely.' If the sentence is some of the time true for you, you will say 'some of the time.' If this is always true for you, you will say 'always.' So again, the choices mean from your opinion 'never true', 'rarely true', 'some of the time true' or 'always true.' **Repeat the response options as needed when reading the statements.**

SUGGESTED VARIABLE NAME	QUESTION NUMBER	QUESTIONS	RESPONSES
t_clim01	201	Students treat each other with respect.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim02	202	Students ask their teachers for help with their classwork.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim04	203	Teachers treat girls and boys equally.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim05	204	Teachers threaten to hurt students.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim06	205	School officials take action when students hurt other students.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim07	206	Boys feel safe when traveling to school.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response

t_clim08	207	Teachers care about the students they teach.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim09	208	Students from different religious and ethnic backgrounds get along with each other.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim10	209	Students are afraid to go to school for fear of punishment.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim11	210	Teachers or school officials take action when students report violence.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim12	211	Teachers listen when students come to them with their problems.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim13	212	Students treat students with disabilities with kindness.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim14	213	Students are asked to help decide what is best for the class or school.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response

t_clim15	214	Students are punished too much for little things.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim16	215	Gangs [Insert Local Term] are a problem.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim17	216	Boys feel safe at school.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim18	217	Students report incident(s) of sexual harassment or sexual violence [Insert Local Terms].	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim19	218	When needed, individual assistance and psychological counseling [Insert Local Terms] are provided to students	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim21	219	Students follow the rules in class and school.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim22	220	The cane [Insert Local Term] or other forms of physical discipline (e.g., pulling ears, kicking, slapping, standing in the sun) are used.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim23	221	Girls feel safe when traveling to school.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response

t_clim24	222	Teachers favor some students over others.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim25	223	Teachers help students individually with their school work.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim26	224	Boys and girls are nice to each other.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim28	225	Violence is a problem.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim29	226	Girls feel safe at school.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim30	227	Students threaten other students and call them names.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim31	228	Students report incident(s) of physical violence when they experience it or witness it.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim32	229	Students are punished unfairly.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response

t_clim34	230	Students treat orphans the same as other pupils.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim35	231	The School Code of Conduct is strictly enforced.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim36	232	Teachers listen to the concerns of parents.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim37	233	Teachers work closely with parents to help students when the students have problems.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim38	234	Teachers do a good job with communicating with parents.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim39	235	Administrators and teachers support one another.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response
t_clim40	236	Teachers, other personnel, and administrators function as a good team.	0 = Never 1 = Rarely 2 = Some of the time 3 = Always 98 = Don't know/No response

T3. Gender Attitudes and Beliefs

Now I will read some different statements to you, that I want to know if you agree with or disagree with. I will say a sentence and I want you to think about it carefully. If you agree with the statement you will say, 'agree' and if you disagree with the statement, you will say 'disagree.' **After answering each question:** Do you just agree /disagree? Or do you strongly agree/ disagree?

PART I. GENDER ATTITUDES AND BELIEFS

SUGGESTED VARIABLE NAME	QUESTION NUMBER	QUESTIONS	RESPONSES
t_gna01	301	Only men should work for pay.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
t_gna02	302	Girls are smarter than boys.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
t_gna03	303	A mother should tolerate violence from the father in order to keep the family together.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
t_gna04	304	Boys who act like girls deserve to be called names like sissy or gay [Insert Local Terms or Equivalent].	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
t_gna05	305	It is acceptable for a girl to act or dress more like a boy.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
t_gna06	306	It is more important for boys than girls to perform well in school.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response

t_gna07	307	It is acceptable for a woman to disagree with her husband.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
t_gna08	308	Boys are smarter than girls.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
t_gna09	309	If the father and mother both work, fathers should share in cooking and cleaning.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
t_gna10	310	Girls should continue in school, even if they get married.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
t_gna11	311	The father should have more say than the mother in making family decisions.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
t_gna12	312	It is acceptable for a boy to act or dress more like a girl.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
t_gna13	313	Boys are better at mathematics and science than girls.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response

t_gna14	314	It is better for girls to be quiet and shy.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
t_gna15	315	It is acceptable for boys to cry.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
t_gna16	316	It is acceptable for boys and men to make sexual comments to girls at school or when the girls are walking to school.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
t_gna17	317	It is acceptable for a girl to get married before she is xx years old [xx = Local Legal Age of Consent].	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
t_gna20	318	It is acceptable for girls to take things such as a cell phone, money, or jewelry in exchange for sexual favors.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
t_gna21	319	In a home, the wife should help make decisions about money.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
t_gna22	320	There are times when a man needs to beat his wife.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
t_gna23	321	It is more important for girls than boys to perform well in school.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response

PART 2. ACCEPTABILITY OF IPV (DATING VIOLENCE)			
t_ipv01	322	It is acceptable for a boy to hit his girlfriend.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
t_ipv02	323	If a boy and a girl have already been intimate, then it is OK for him to force her to have sex even if she wants him to stop.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
t_ipv04	324	Boys sometimes deserve to be hit by the girls they are dating.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
t_ipv07	325	Girls sometimes deserve to be hit by the boys they are dating.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
t_ipv08	326	It is acceptable for a girl to hit her boyfriend.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
t_ipv09	327	Hitting a boyfriend or girlfriend is not a big deal.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response

T4. Disciplinary Practices

Now I will ask you some questions about how you reward and punish your students.

SUGGESTED VARIABLE NAME	QUESTION NUMBER	QUESTIONS	RESPONSES	SKIPS/NOTES
tdr01	401	When a student does well in your class (for example, answering a difficult question or doing well on an exam), what do you do to reward the student?	Select all that apply (adapt for local context) 1 = Tell the student's parents. 2 = Praise/recognize the student publicly. 3 = Reward the student with a prize or gift. 4 = Other, specify (write response) 98 = Don't know/No response	Response options should be updated to reflect local context
In the past school term [provide dates if possible], how often have you done the following:				
treward01	401a	Tell the student's parents.	1 = Once 3 = A few times 4 = Many times 98 = Don't know/No response	If 401 = 1
treward02	401b	Praise/recognize the student publicly.	1 = Once 3 = A few times 4 = Many times 98 = Don't know/No response	If 401 = 2
treward03	401c	Reward the student with a prize or gift.	1 = Once 3 = A few times 4 = Many times 98 = Don't know/No response	If 401 = 3
treward04	401d	Other [pre-filled response]	1 = Once 3 = A few times 4 = Many times 98 = Don't know/No response	If 401 = 4

tdr02	402	When a student misbehaves (for example, not paying attention, answering incorrectly, or talking back in class), what do you do to discipline the student?	<p>Select all that apply (can adapt for local context)</p> <ul style="list-style-type: none"> 1 = Discuss with the student. 2 = Discuss with the student's parents. 3 = Give the student extra school work. 4 = Have the student stay in the classroom during lunch/ recess/break. 5 = Have the student stay after school in detention. 6 = Have the student to perform chores at the school. 7 = Have the student to perform chores at your house. 8 = Send the student to the principal/head teacher. 9 = Recommend that the student be suspended from school. 10 = Shout or yell at the student. 11 = Make the student sit in the corner of the room. 12 = Strike the student with your hand. 13 = Strike the student with any type of object such as a cane or stick. 14 = Pull or twist the ear of the student. 15 = Make the student stand or kneel as punishment. 16 = Other; sepcify (write response) 98 = Don't know/No response 	Response options should be updated to reflect local context
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<i>In the past school term [provide dates if possible], how often have you done the following:</i>				
tdisc01	402a	Discuss with the student.	1 = Once 3 = A few times 4 = Many times 98 = Don't know/No response	If 402 = 1
tdisc02	402b	Discuss with the student's parents.	1 = Once 3 = A few times 4 = Many times 98 = Don't know/No response	If 402 = 2
tdisc03	402c	Give the student extra school work.	1 = Once 3 = A few times 4 = Many times 98 = Don't know/No response	If 402 = 3
tdisc04	402d	Have the student stay in the classroom during lunch/recess/break.	1 = Once 3 = A few times 4 = Many times 98 = Don't know/No response	If 402 = 4
tdisc05	402e	Have the student stay after school in detention.	1 = Once 3 = A few times 4 = Many times 98 = Don't know/No response	If 402 = 5
tdisc06	402f	Have the student to perform chores at the school.	1 = Once 3 = A few times 4 = Many times 98 = Don't know/No response	If 402 = 6
tdisc07	402g	Have the student to perform chores at your house.	1 = Once 3 = A few times 4 = Many times 98 = Don't know/No response	If 402 = 7
tdisc08	402h	Send the student to the principal/head teacher.	1 = Once 3 = A few times 4 = Many times 98 = Don't know/No response	If 402 = 8
tdisc09	402i	Recommend that the student be suspended from school.	1 = Once 3 = A few times 4 = Many times 98 = Don't know/No response	If 402 = 9

tdisc10	402j	Shout or yell at the student.	1 = Once 3 = A few times 4 = Many times 98 = Don't know/No response	If 402 = 10
tdisc11	402k	Make the student sit in the corner of the room.	1 = Once 3 = A few times 4 = Many times 98 = Don't know/No response	If 402 = 11
tdisc12	402l	Strike the student with your hand.	1 = Once 3 = A few times 4 = Many times 98 = Don't know/No response	If 402 = 12
tdisc13	402m	Strike the student with any type of object such as a cane or stick.	1 = Once 3 = A few times 4 = Many times 98 = Don't know/No response	If 402 = 13
tdisc14	402n	Pull or twist the ear of the student.	1 = Once 3 = A few times 4 = Many times 98 = Don't know/No response	If 402 = 14
tdisc15	402o	Make the student stand or kneel as punishment.	1 = Once 3 = A few times 4 = Many times 98 = Don't know/No response	If 402 = 15
tdisc16	402p	Other [pre-filled response]	1 = Once 3 = A few times 4 = Many times 98 = Don't know/No response	If 402 = 16

SRGBV Survey Caregiver Questionnaire

C1. Background and Socioeconomic Characteristics

C2. Gender Attitudes and Beliefs

C1. Background and Socioeconomic Characteristics				
SUGGESTED PRE-POPULATED AND INTERVIEW INFORMATION				
Name of Province, District, Community				
Name and unique ID of School				
Unique ID of participant				
Interview date				
Interviewer unique ID				
Language of interview				
Time interview starts				
<p>Start by reading consent form. Sample language: <i>We will now begin the interview. The questions will take about thirty minutes. Some of the questions might be sensitive, however, you are never required to discuss anything that you don't want to or that makes you uncomfortable. All of the answers you give will be confidential and will not be shared with anyone other than members of our team. No part of this interview is being recorded in tape or video. If I ask you any question you don't want to answer, just let me know and I will go on to the next question. You can also stop the interview at any time. Ready?</i></p>				
		Agree/Refuse interview	1 = Agree 2 = Refuse	If 2 → STOP SURVEY
		Are you a primary caregiver for [insert pre-populated name of child]?	1 = Yes 2 = No	If 2 → STOP SURVEY
CAREGIVER CHARACTERISTICS				
<p><i>I am going to start the interview by asking you a few questions about yourself.</i></p>				
SUGGESTED VARIABLE NAME	QUESTION NUMBER	QUESTIONS	RESPONSES	
cdem01	101	Are you a male or a female?	1 = Male 2 = Female	
cdem02	102	How old are you?	Write Response	

pdem03	I03	What is the highest level of education you have completed?	<p>1 = None</p> <p>2 = Some primary school but did not complete primary school</p> <p>3 = Completed primary school</p> <p>4 = Some secondary school but did not complete secondary school</p> <p>5 = Completed secondary school</p> <p>6 = Some university but did not complete university</p> <p>7 = Earned bachelor's degree</p> <p>8 = Higher than bachelor's degree</p> <p>9 = Professional school</p>
c_ses01	I04	What type of toilet does your family use at your home?	<p>1 = Pit toilet (including shared and communal)</p> <p>2 = Flush/eastern toilet outside your home</p> <p>3 = Flush/ eastern toilet inside your home</p> <p>98 = Don't know/No response</p>
c_ses02	I05	How does your family prepare meals at your home? Does your family normally use ...?	<p>1 = Firewood</p> <p>2 = Charcoal burner</p> <p>3 = Kerosene stove</p> <p>4 = Gas stove</p> <p>5 = Electric stove/ cooker</p> <p>98 = Don't know/No response</p>
c_ses03	I06	Where do you get water for washing and bathing at home? From a ...?	<p>1 = River, lake, or stream</p> <p>2 = Well or borehole</p> <p>3 = Communal tap</p> <p>4 = Tap in your home</p> <p>5 = Water truck or tank</p> <p>98 = Don't know/No response</p>
c_ses04	I07	Does your family have a radio?	<p>0 = No</p> <p>1 = Yes</p> <p>98 = Don't know/No response</p>
c_ses05	I08	Does your family have a mobile telephone?	<p>0 = No</p> <p>1 = Yes</p> <p>98 = Don't know/No response</p>

c_ses06	109	Does your family have a television?	0 = No 1 = Yes 98 = Don't know/No response
c_ses07	110	Does your family have a computer?	0 = No 1 = Yes 98 = Don't know/No response
c_ses08	111	Does your family have a refrigerator?	0 = No 1 = Yes 98 = Don't know/No response
c_ses09	112	Does your family have a bicycle?	0 = No 1 = Yes 98 = Don't know/No response
c_ses10	113	Does your family have a motorbike?	0 = No 1 = Yes 98 = Don't know/No response
c_ses11	114	Does your family have a motor vehicle?	0 = No 1 = Yes 98 = Don't know/No response
c_ses12	115	Does your family have a kitchen inside the home?	0 = No 1 = Yes 98 = Don't know/No response
c_ses13	116	Including yourself, how many people are there living in your household?	Write Response

C2. Gender Attitudes and Beliefs

PART I. GENDER ATTITUDES AND BELIEFS

Now I will read some different statements to you, that I want to know if you agree with or disagree with. I will say a sentence and I want you to think about it carefully. If you agree with the statement you will say, 'agree' and if you disagree with the statement, you will say 'disagree.' **After answering each question:** Do you just agree /disagree? Or do you strongly agree/disagree?

SUGGESTED VARIABLE NAME	QUESTION NUMBER	QUESTIONS	RESPONSES
c_gna01	201	Only men should work for pay.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
c_gna02	202	Girls are smarter than boys.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
c_gna03	203	A mother should tolerate violence from the father in order to keep the family together.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
c_gna04	204	Boys who act like girls deserve to be called names like sissy or gay [Insert Local Terms or Equivalent].	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
c_gna05	205	It is acceptable for a girl to act or dress more like a boy.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
c_gna06	206	It is more important for boys than girls to perform well in school.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response

c_gna07	207	It is acceptable for a woman to disagree with her husband.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
c_gna08	208	Boys are smarter than girls.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
c_gna09	209	If the father and mother both work, fathers should share in cooking and cleaning.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
c_gna10	210	Girls should continue in school, even if they get married.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
c_gna11	211	The father should have more say than the mother in making family decisions.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
c_gna12	212	It is acceptable for a boy to act or dress more like a girl.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
c_gna13	213	Boys are better at mathematics and science than girls.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response

c_gna14	214	It is better for girls to be quiet and shy.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
c_gna15	215	It is acceptable for boys to cry.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
c_gna16	216	It is acceptable for boys and men to make sexual comments to girls at school or when the girls are walking to school.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
c_gna17	217	It is acceptable for a girl to get married before she is xx years old [xx = Local Legal Age of Consent].	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
c_gna20	218	It is acceptable for girls to take things such as a cell phone, money, or jewelry in exchange for sexual favors.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
c_gna21	219	In a home, the wife should help make decisions about money.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
c_gna22	220	There are times when a man needs to beat his wife.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response

c_gna23	221	It is more important for girls than boys to perform well in school.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
PART 2. ACCEPTABILITY OF IPV (DATING VIOLENCE)			
SUGGESTED VARIABLE NAME	QUESTION NUMBER	QUESTIONS	RESPONSES
c_ipv01	222	It is acceptable for a boy to hit his girlfriend.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
c_ipv02	223	If a boy and a girl have already been intimate, then it is OK for him to force her to have sex even if she wants him to stop.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
c_ipv04	224	Boys sometimes deserve to be hit by the girls they are dating.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
c_ipv07	225	Girls sometimes deserve to be hit by the boys they are dating.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
c_ipv08	226	It is acceptable for a girl to hit her boyfriend.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response
c_ipv09	227	Hitting a boyfriend or girlfriend is not a big deal.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 98 = Don't know/No response

Annex C. SRGBV Indicator Reference Tables

Student Questionnaire: Section 2. School Climate

Table 6. S2. Indicator 1. Percentage of favorable responses toward positive school climate

Indicator:	Percentage of favorable responses toward positive school climate
Description:	Mean percentage of responses indicating favorable perceptions toward positive school climate
Data source:	Questionnaire: Students Section: Perceptions of school climate Items (34) Positively phrased items (23): s_clim01, s_clim02, s_clim03, s_clim04, s_clim06, s_clim07, s_clim08, s_clim09, s_clim11, s_clim12, s_clim13, s_clim14, s_clim17, s_clim18, s_clim19, s_clim21, s_clim23, s_clim25, s_clim26, s_clim29, s_clim31, s_clim33, s_clim34 Negatively phrased items (11): s_clim05, s_clim10, s_clim15, s_clim16, s_clim20, s_clim22, s_clim24, s_clim27, s_clim28, s_clim30, s_clim32
Age groups:	8-10; 11-14; 15-18
Reporting level:	Will depend on the design of each study [e.g., classroom, grade, school, geographical area]
How to calculate:	Mean (numerator/denominator) among students who answered the perceptions of school climate section Numerator = Count of “always” or “some” responses to positively phrased items plus “rarely” or “never” responses to negatively phrased items Denominator = Total number of items with non-missing responses
Interpretation:	Students ages [xx-xx] in [reporting level] have, on average, [xx]% favorable perceptions toward positive school climate

Student Questionnaire: Section 3. Gender attitudes and beliefs

Table 7. S3. Indicator 1. Percentage of favorable responses toward gender equality

Indicator:	Percentage of favorable responses toward gender equality
Description:	Mean percentage of responses indicating equitable gender attitudes and beliefs
Data source:	Questionnaire: Students Section: Gender attitudes and beliefs Items (18) Positively phrased items (4): s_gna07, s_gna09, s_gna10, s_gna15 Negatively phrased items (14): s_gna01, s_gna02, s_gna03, s_gna04, s_gna06, s_gna08, s_gna11, s_gna13, s_gna14, s_gna16, s_gna17, s_gna18, s_gna19, s_gna20
Age groups:	8-10: items s_gna01-s_gna15 (13) 11-14: items s_gna01-s_gna17 (15) 15-18: items s_gna01-s_gna20 (18)
Reporting level:	Will depend on the design of each study [e.g., classroom, grade, school, geographical area]

How to calculate:	<p>Mean (numerator/denominator) among students who answered the gender attitudes and beliefs section</p> <p>Numerator = Count of “strongly agree” or “agree” responses to positively phrased items plus “strongly disagree” or “disagree” responses to negatively phrased items</p> <p>Denominator = Total number of items with non-missing responses</p>
Interpretation:	Students ages [xx-xx] in [reporting level] have, on average, [xx]% favorable responses toward gender equality

Table 8. S3. Indicator 2. Percentage of favorable gender identity beliefs

Indicator:	Percentage of favorable gender identity beliefs
Description:	Mean percentage of responses indicating favorable gender identity beliefs
Data source:	<p>Questionnaire: Students</p> <p>Section: Gender attitudes and beliefs</p> <p>Items (2)</p> <p>Positively phrased items (2): s_gna05, s_gna12</p>
Age groups:	8-10; 11-14; 15-18
Reporting level:	Will depend on the design of each study [e.g., classroom, grade, school, geographical area]
How to calculate:	<p>Mean (numerator/denominator) among students who answered the gender identity beliefs items</p> <p>Numerator = Count of “strongly agree” or “agree” responses to positively phrased items</p> <p>Denominator = Total number of items with non-missing responses</p>
Interpretation:	Students ages [xx-xx] in [reporting level] have, on average, [xx]% favorable gender identity beliefs

Table 9. S3. Indicator 3. Percentage of favorable responses toward non-acceptability of dating violence

Indicator:	Percentage of favorable responses toward non-acceptability of dating violence
Description:	Mean percentage of responses indicating non-acceptability of dating violence
Data source:	<p>Questionnaire: Students</p> <p>Section: Acceptability of dating violence</p> <p>Items (9)</p> <p>Positively phrased items (2): s_ipv03, s_ipv06</p> <p>Negatively phrased items (7): s_ipv01, s_ipv02, s_ipv04, s_ipv05, s_ipv07, s_ipv08, s_ipv09</p>
Age groups:	15-18
Reporting level:	Will depend on the design of each study [e.g., classroom, grade, school, geographical area]

How to calculate:	<p>Mean (numerator/denominator) among students who answered the acceptability of violence section</p> <p>Numerator = Count of “strongly agree” or “agree” responses to positively phrased items plus “strongly disagree” or “disagree” responses to negatively phrased items</p> <p>Denominator = Total number of items with non-missing responses</p>
Interpretation:	Students ages [xx-xx] in [reporting level] have, on average, [xx]% favorable responses toward non-acceptability of dating violence

Student Questionnaire: Section 4. Bullying

Table 10. S4. Indicator 1. Prevalence of bullying in the past school term

Indicator:	Prevalence of bullying in the past school term
Description:	Percentage of students who reported experiencing bullying in the past school term
Data source:	<p>Questionnaire: Students</p> <p>Section: Experiences of bullying</p> <p>Items (9): bv1_term, bv2_term, bv3_term, bv4_term, bv5_term, bv6_term, bv7_term, bv8_term, bv9_term</p>
Age groups:	8-10; 11-14; 15-18
Reporting level:	Will depend on the design of each study [e.g., classroom, grade, school, geographical area]
How to calculate:	<p>Numerator/Denominator</p> <p>Numerator = Count of students who reported experiencing bullying acts more than once (a few times or many times) in the past school term</p> <p>Denominator = Count of students who answered the experiences of bullying section</p>
Interpretation:	Of students ages [xx-xx] in [reporting level], [xx]% experienced bullying in the past school term
Example:	<p>100 students ages 8-10 in grades 3-5 answered the experiences of bullying section; 20 responded “a few times”, and 10 responded “many times” to at least one of the 9 bullying items in the past school term</p> <p>Calculation:</p> <p>Prevalence of bullying in the past school term = $(20+10)/100 = 30/100 = 30\%$</p> <p>Interpretation:</p> <p>Of students ages 8-10 in grades 3-5, 30% experienced at least one act of bullying in the past school term</p>

Example comparing boys and girls:	<p>50 boys and 50 girls ages 8-10 in grades 3-5 answered the experiences of bullying section, 20 boys and 10 girls responded “a few times” or “many times” to at least one of the 9 bullying items in the past school term</p> <p>Calculation:</p> <p>Prevalence of bullying in the past school term among boys = $20/50 = 40\%$</p> <p>Prevalence of bullying in the past school term among girls = $10/50 = 20\%$</p> <p>Interpretation:</p> <p>Of students ages 8-10 in grades 3-5, boys were more likely than girls to experience bullying in the past school term (40% versus 20%)</p>
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Table 11. S4. Indicator 2. Prevalence of bullying in the past school week

Indicator:	Prevalence of bullying in the past school week
Description:	Percentage of students who reported experiencing one or more bullying acts in the past school week
Data source:	<p>Questionnaire: Students</p> <p>Section: Experiences of bullying</p> <p>Items (9): bv1_week, bv2_week, bv3_week, bv4_week, bv5_week, bv6_week, bv7_week, bv8_week, bv9_week</p>
Age groups:	8-10; 11-14; 15-18
Reporting level:	Will depend on the design of each study [e.g., classroom, grade, school, geographical area]
How to calculate:	<p>Numerator/Denominator</p> <p>Numerator = Count of students who reported experiencing one or more bullying acts in the past school week</p> <p>Denominator = Count of students who answered the experiences of bullying section</p>
Interpretation:	Of students ages [xx-xx] in [reporting level], [xx]% experienced at least one act of bullying in the past school week
Example:	<p>100 students ages 8-10 in grades 3-5 answered the experiences of bullying section; 30 of them responded “yes” to at least one of the 9 bullying items in the past school week</p> <p>Calculation:</p> <p>Prevalence of bullying in the past school week = $30/100 = 30\%$</p> <p>Interpretation:</p> <p>Of students ages 8-10 in grades 3-5, 30% experienced at least one act of bullying in the past school week</p>

Example comparing boys and girls:	<p>50 boys and 50 girls ages 8-10 in grades 3-5 answered the experiences of bullying section, 20 boys and 10 girls responded “yes” to at least one of the 9 bullying items in the past school week</p> <p>Calculation:</p> <p>Prevalence of bullying in the past school week among boys = $20/50 = 40\%$</p> <p>Prevalence of bullying in the past school week among girls = $10/50 = 20\%$</p> <p>Interpretation:</p> <p>Of students ages 8-10 in grades 3-5, boys were more likely than girls to experience at least one act of bullying in the past school week (40% versus 20%)</p>
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Table 12. S4. Indicator 3. Extent of bullying acts in the past school term

Indicator:	Extent of bullying acts in the past school term
Description:	Mean count of bullying acts experienced [more than once, many times] in the past school term
Data source:	<p>Questionnaire: Students</p> <p>Section: Experiences of bullying</p> <p>Items (9): bv1_term, bv2_term, bv3_term, bv4_term, bv5_term, bv6_term, bv7_term, bv8_term, bv9_term</p>
Age groups:	8-10; 11-14; 15-18
Reporting level:	Will depend on the design of each study [e.g., classroom, grade, school, geographical area]
How to calculate:	<p>Mean (numerator/denominator) among students who answered the experiences of bullying section</p> <p>Numerator for <u>more than once</u> = Count of “a few times” and “many times” responses to the bullying items in the past school term</p> <p>Numerator for <u>many times</u> = Count of “many times” responses to the bullying items in the past school term</p> <p>Denominator = Total number of bullying items with non-missing responses</p>
Interpretation:	Students ages [xx-xx] in [reporting level] experienced, on average, [x] out of 9 acts of bullying [more than once, many times] in the past school term
Example:	<p>100 students ages 8-10 in grades 3-5 answered the experiences of bullying section; responses to the 9 bullying items in the past school term were <u>on average</u>: 2 never; 4 once; 2 a few times, and 1 many times</p> <p>Calculation:</p> <p>Mean bullying acts experienced more than once in the past school term = $2+1 = 3$</p> <p>Mean bullying acts experienced many times in the past school term = 1</p> <p>Interpretation:</p> <p>Students ages 8-10 in grades 3-5 experienced, on average, 3 acts (out of 9) of bullying more than once, and 1 act of bullying many times in the past school term.</p>

Student Questionnaire: Section 5. Corporal Punishment

Table 13. S5. Indicator 1. Prevalence of corporal punishment in the past school term

Indicator:	Prevalence of corporal punishment in the past school term
Description:	Percentage of students who reported experiencing one or more corporal punishment acts at least once in the past school term
Data source:	Questionnaire: Students Section: Experiences of corporal punishment Items (7): cp1_term, cp2_term, cp3_term, cp4_term, cp5_term, cp6_term, cp7_term
Age groups:	8-10; 11-14; 15-18
Reporting level:	Will depend on the design of each study [e.g., classroom, grade, school, geographical area]
How to calculate:	Numerator/Denominator Numerator = Count of students who reported experiencing one or more corporal punishment acts at least once in the past school term Denominator = Count of students who answered the experiences of corporal punishment section
Interpretation:	Of students ages [xx-xx] in [reporting level], [xx]% experienced at least one act of corporal punishment in the past school term
Example:	100 students ages 11-14 in grades 6-8 answered the experiences of corporal punishment section; 92 of them responded “once”, “a few times”, or “many times” to at least one of the 7 corporal punishment items in the past school term Calculation: Prevalence of corporal punishment in the past school term = $92/100 = 92\%$ Interpretation: Of students ages 11-14 in grades 6-8, 92% experienced at least one act of corporal punishment in the past school term
Example comparing boys and girls:	50 boys and 50 girls ages 11-14 in grades 6-8 answered the experiences of corporal punishment section, 46 boys and 46 girls responded “once”, “a few times”, or “many times” to at least one of the 7 corporal punishment items in the past school term Calculation: Prevalence of corporal punishment in the past school term among boys = $46/50 = 92\%$ Prevalence of corporal punishment in the past school term among girls = $46/50 = 92\%$ Interpretation: Of students ages 11-14 in grades 6-8, boys were equally likely than girls to experience at least one act of corporal punishment in the past school term (92%)

Table 14. S5. Indicator 2. Prevalence of corporal punishment in the past school week

Indicator:	Prevalence of corporal punishment in the past school week
Description:	Percentage of students who reported experiencing one or more corporal punishment acts in the past school week
Data source:	Questionnaire: Students Section: Experiences of corporal punishment Items (7): cp1_week, cp2_week, cp3_week, cp4_week, cp5_week, cp6_week, cp7_week
Age groups:	8-10; 11-14; 15-18
Reporting level:	Will depend on the design of each study [e.g., classroom, grade, school, geographical area]
How to calculate:	Numerator/Denominator Numerator = Count of students who reported experiencing one or more corporal punishment acts in the past school week Denominator = Count of students who answered the experiences of corporal punishment section
Interpretation:	Of students ages [xx-xx] in [reporting level], [xx]% experienced at least one act of corporal punishment in the past school week
Example:	Data: 100 students ages 11-14 in grades 6-8 answered the experiences of corporal punishment section; 29 of them responded “yes” to at least one of the 7 corporal punishment items in the past school week Calculation: Prevalence of corporal punishment in the past school week = $29/100 = 29\%$ Interpretation: Of students ages 11-14 in grades 6-8, 29% experienced at least one act of corporal punishment in the past school week
Example comparing boys and girls:	50 boys and 50 girls ages 11-14 in grades 6-8 answered the experiences of corporal punishment section, 19 boys and 10 girls responded “yes” to at least one of the 7 corporal punishment items in the past school week Calculation: Prevalence of corporal punishment in the past school week among boys = $17/50 = 34\%$ Prevalence of corporal punishment in the past school week among girls = $12/50 = 24\%$ Interpretation: Of students ages 11-14 in grades 6-8, boys were more likely than girls to experience at least one act of corporal punishment in the past school week (34% versus 24%)

Table 15. S5. Indicator 3. Extent of corporal punishment acts in the past school term

Indicator:	Extent of corporal punishment acts in the past school term
Description:	Mean count of corporal punishment acts experienced [at least once, more than once, many times] in the past school term
Data source:	Questionnaire: Students Section: Experiences of corporal punishment Items (7): cp1_term, cp2_term, cp3_term, cp4_term, cp5_term, cp6_term, cp7_term
Age groups:	8-10; 11-14; 15-18
Reporting level:	Will depend on the design of each study [e.g., classroom, grade, school, geographical area]
How to calculate:	Mean (numerator/denominator) among students who answered the experiences of corporal punishment section Numerator for <u>at least once</u> = Count of “once”, “a few times”, and “many times” responses to the corporal punishment items in the past school term Numerator for <u>more than once</u> = Count of “a few times” and “many times” responses to the corporal punishment items in the past school term Numerator for <u>many times</u> = Count of “many times” responses to the corporal punishment items in the past school term Denominator = Total number of corporal punishment items with non-missing responses
Interpretation:	Students ages [xx-xx] in [reporting level] experienced, on average, [x] out of 7 acts of corporal punishment [at least once, more than once, many times] in the past school term
Example:	100 students ages 11-14 in grades 6-8 answered the experiences of corporal punishment section; responses to the 7 corporal punishment items in the past school term were <u>on average</u> : 1 never, 1 once; 3 a few times, and 2 many times Mean corporal punishment acts experienced at least once in the past school term = $1+3+2 = 6$ Mean corporal punishment acts experienced more than once in the past school term = $3+2 = 5$ Mean corporal punishment acts experienced many times in the past school term = 2 Interpretation: Students ages 11-14 in grades 6-8 experienced, on average, 6 acts (out of 7) of corporal punishment at least once, 5 acts of corporal punishment more than once, and 2 acts of corporal punishment many times in the past school term.

Student Questionnaire: Section 6. Sexual Violence

Table 16. S6. Indicator 1. Prevalence of sexual violence in the past school term

Indicator:	Prevalence of sexual violence in the past school term
Description:	Percentage of students who reported experiencing one or more sexual violence acts at least once in the past school term
Data source:	Questionnaire: Students Section: Experiences of sexual violence Items (22): sv1_term, sv2_term, sv3_term, sv4_term, sv5_term, sv6_term, sv7_term, sv8_term, sv9_term, sv10_term, sv11_term, sv12_term, sv13_term, sv14_term, sv15_term, sv16_term, sv17_term, sv18_term, sv19_term, sv20_term, sv21_term, sv22_term
Age groups:	8-10: items sv1_term-sv7_term (7) 11-14: items sv1_term-sv17_term (17) 15-18: items sv1_term-sv22_term (22)
Reporting level:	Will depend on the design of each study [e.g., classroom, grade, school, geographical area]
How to calculate:	Numerator/Denominator Numerator = Count of students who reported experiencing one or more sexual violence acts at least once in the past school term Denominator = Count of students who answered the experiences of sexual violence section
Interpretation:	Of students ages [xx-xx] in [reporting level], [xx]% experienced at least one act of sexual violence in the past school term
Example:	100 students ages 15-17 in middle school answered the experiences of sexual violence section; 40 of them responded “once”, “a few times”, or “many times” to at least one of the 22 sexual violence items in the past school term Calculation: Prevalence of sexual violence in the past school term = $40/100 = 40\%$ Interpretation: Of students ages 15-17 in middle school, 40% experienced at least one act of sexual violence in the past school term
Example comparing boys and girls:	50 boys and 50 girls ages 15-17 in middle school answered the experiences of sexual violence section, 8 boys and 32 girls responded “once”, “a few times”, or “many times” to at least one of the 22 sexual violence items in the past school term Calculation: Prevalence of sexual violence in the past school term among boys = $8/50 = 16\%$ Prevalence of sexual violence in the past school term among girls = $32/50 = 64\%$ Interpretation: Of students ages 15-17 in middle school, girls were more likely than boys to experience at least one act of sexual violence in the past school term (64% versus 16%)

Table 17. S6. Indicator 2. Prevalence of sexual violence in the past school week

Indicator:	Prevalence of sexual violence in the past school week
Description:	Percentage of students who reported experiencing one or more sexual violence acts in the past school week
Data source:	Questionnaire: Students Section: Experiences of sexual violence Items (22): sv1_week, sv2_week, sv3_week, sv4_week, sv5_week, sv6_week, sv7_week, sv8_week, sv9_week, sv10_week, sv11_week, sv12_week, sv13_week, sv14_week, sv15_week, sv16_week, sv17_week, sv18_week, sv19_week, sv20_week, sv21_week, sv22_week
Age groups:	8-10: items sv1_week-sv7_week (7) 11-14: items sv1_week-sv17_week (17) 15-18: items sv1_week-sv22_week (22)
Reporting level:	Will depend on the design of each study [e.g., classroom, grade, school, geographical area]
How to calculate:	Numerator/Denominator Numerator = Count of students who reported experiencing one or more sexual violence acts in the past school week Denominator = Count of students who answered the experiences of sexual violence section
Interpretation:	Of students ages [xx-xx] in [reporting level], [xx]% experienced at least one act of sexual violence in the past school week
Example:	100 students ages 15-17 in middle school answered the experiences of sexual violence section; 18 of them responded “yes” to at least one of the 22 sexual violence items in the past school week Calculation: Prevalence of sexual violence in the past school week = $18/100 = 18\%$ Interpretation: Of students ages 15-17 in middle school, 18% experienced at least one act of sexual violence in the past school week
Example comparing boys and girls:	50 boys and 50 girls ages 15-17 in middle school answered the experiences of sexual violence section, 4 boys and 14 girls responded “yes” to at least one of the 22 sexual violence items in the past school week Calculation: Prevalence of sexual violence in the past school week among boys = $4/50 = 8\%$ Prevalence of sexual violence in the past school week among girls = $14/50 = 28\%$ Interpretation: Of students ages 15-17 in middle school, girls were more likely than boys to experience at least one act of sexual violence in the past school week (28% versus 8%)

Table 18. S6. Indicator 3. Extent of sexual violence acts in the past school term

Indicator:	Extent of sexual violence acts in the past school term
Description:	Mean count of sexual violence acts experienced [at least once, more than once, many times] in the past school term
Data source:	Questionnaire: Students Section: Experiences of sexual violence Items (22): sv1_term, sv2_term, sv3_term, sv4_term, sv5_term, sv6_term, sv7_term, sv8_term, sv9_term, sv10_term, sv11_term, sv12_term, sv13_term, sv14_term, sv15_term, sv16_term, sv17_term, sv18_term, sv19_term, sv20_term, sv21_term, sv22_term
Age groups:	8-10: items sv1_term-sv7_term (7) 11-14: items sv1_term-sv17_term (17) 15-18: items sv1_term-sv22_term (22)
Reporting level:	Will depend on the design of each study [e.g., classroom, grade, school, geographical area]
How to calculate:	Mean (numerator/denominator) among students who answered the experiences of sexual violence section Numerator for <u>at least once</u> = Count of “once”, “a few times”, and “many times” responses to the sexual violence items in the past school term Numerator for <u>more than once</u> = Count of “a few times” and “many times” responses to the sexual violence items in the past school term Numerator for <u>many times</u> = Count of “many times” responses to the sexual violence items in the past school term Denominator = Total number of sexual violence items with non-missing responses
Interpretation:	Students ages [xx-xx] in [reporting level] experienced, on average, [x] out of [7, 17, 22] acts of sexual violence [at least once, more than once, many times] in the past school term
Example:	100 students ages 15-17 in middle school answered the experiences of sexual violence section; responses to the 22 sexual violence items in the past school term were <u>on average</u> : 8 never; 6 once; 4 a few times, and 4 many times Calculation: Mean sexual violence acts experienced <u>at least once</u> in the past school term = 6+4+4 = 14 Mean sexual violence acts experienced <u>more than once</u> in the past school term = 4+4 = 8 Mean sexual violence acts experienced <u>many times</u> in the past school term = 4 Interpretation: Students ages 15-17 in middle school experienced, on average, 14 acts (out of 22) of sexual violence at least once, 8 acts of sexual violence more than once, and 2 acts of sexual violence many times in the past school term.

Teacher Questionnaire: Section 2. School climate

Table 19. T2. Indicator 1. Percentage of favorable responses toward positive school climate

Indicator:	Percentage of favorable responses toward positive school climate
Description:	Mean percentage of responses indicating favorable perceptions toward positive school climate
Data source:	Questionnaire: Teachers Section: Perceptions of school climate Items (36) Positively phrased items (27): t_clim01, t_clim02, t_clim04, t_clim06, t_clim07, t_clim08, t_clim09, t_clim11, t_clim12, t_clim13, t_clim14, t_clim17, t_clim18, t_clim19, t_clim21, t_clim23, t_clim25, t_clim26, t_clim29, t_clim31, t_clim34, t_clim35, t_clim36, t_clim37, t_clim38, t_clim39, t_clim40 Negatively phrased items (9): t_clim05, t_clim10, t_clim15, t_clim16, t_clim22, t_clim24, t_clim28, t_clim30, t_clim32
Reporting level:	Will depend on the design of each study [e.g., classroom, grade, school, geographical area]
How to calculate:	Mean (numerator/denominator) among teachers who answered the perceptions of school climate section Numerator = Count of “always” or “some” responses to positively phrased items plus “rarely” or “never” responses to negatively phrased items Denominator = Total number of items with non-missing responses
Interpretation:	Teachers in [reporting level] have, on average, [xx]% favorable perceptions toward positive school climate

Teacher Questionnaire: Section 3. Gender attitudes and beliefs

Table 20. T3. Indicator 1. Percentage of favorable responses toward gender equality

Indicator:	Percentage of favorable responses toward gender equality
Description:	Mean percentage of responses indicating equitable gender attitudes and beliefs
Data source:	Questionnaire: Teachers Section: Gender attitudes and beliefs Items (19) Positively phrased items (5): t_gna07, t_gna09, t_gna10, t_gna15, t_gna21 Negatively phrased items (14): t_gna01, t_gna02, t_gna03, t_gna04, t_gna06, t_gna08, t_gna11, t_gna13, t_gna14, t_gna16, t_gna17, t_gna20, t_gna22, t_gna23
Reporting level:	Will depend on the design of each study [e.g., classroom, grade, school, geographical area]
How to calculate:	Mean (numerator/denominator) among teachers who answered the gender attitudes and beliefs section Numerator = Count of “strongly agree” or “agree” responses to positively phrased items plus “strongly disagree” or “disagree” responses to negatively phrased items Denominator = Total number of items with non-missing responses
Interpretation:	Teachers in [reporting level] have, on average, [xx]% favorable responses toward gender equality

Table 21. T3. Indicator 2. Percentage of favorable gender identity beliefs

Indicator:	Percentage of favorable gender identity beliefs
Description:	Mean percentage of responses indicating favorable gender identity beliefs
Data source:	Questionnaire: Teachers Section: Gender attitudes and beliefs Items (2) Positively phrased items (2): t_gna05, t_gna12
Reporting level:	Will depend on the design of each study [e.g., classroom, grade, school, geographical area]
How to calculate:	Mean (numerator/denominator) among teachers who answered the gender identity beliefs items Numerator = Count of “strongly agree” or “agree” responses to positively phrased items Denominator = Total number of items with non-missing responses
Interpretation:	Teachers in [reporting level] have, on average, [xx]% favorable gender identity beliefs

Table 22. T3. Indicator 3. Percentage of favorable responses toward non-acceptability of dating violence

Indicator:	Percentage of favorable responses toward non-acceptability of dating violence
Description:	Mean percentage of responses indicating non-acceptability of dating violence
Data source:	Questionnaire: Teachers Section: Acceptability of dating violence Items (6), all negatively phrased: t_ipv01, t_ipv02, t_ipv04, t_ipv07, t_ipv08, t_ipv09
Reporting level:	Will depend on the design of each study [e.g., classroom, grade, school, geographical area]
How to calculate:	Mean (numerator/denominator) among teachers who answered the acceptability of violence section Numerator = Count of “strongly disagree” or “disagree” responses to negatively phrased items Denominator = Total number of items with non-missing responses
Interpretation:	Teachers in [reporting level] have, on average, [xx]% favorable responses toward non-acceptability of dating violence

Teacher Questionnaire: Section 4. Disciplinary practices

Table 23. T4. Indicator 1. Prevalence of disciplinary practices involving corporal punishment

Indicator:	Prevalence of disciplinary practices involving corporal punishment
Description:	Percentage of teachers who report using each of the following disciplinary practices: Shout or yell at the student. Make the student sit in the corner of the room. Strike the student with your hand. Strike the student with any type of object such as a cane or stick. Pull or twist the ear of the student. Make the student stand or kneel as punishment. Have the student perform chores at the school. Have the student perform chores at the teacher's house.
Data source:	Questionnaire: Teachers Section: Disciplinary practices Items: tdr02
Reporting level:	Will depend on the design of each study [e.g., classroom, grade, school, geographical area]
How to calculate:	Numerator/Denominator Numerator = Count of teachers who reported using [disciplinary practice] Denominator = Count of teachers who answered the disciplinary practices section
Interpretation:	[xx]% of teachers in [reporting level] [disciplinary practice] to discipline students

Table 24. T4. Indicator 2. Extent of disciplinary practices involving corporal punishment in the past school term

Indicator:	Extent of disciplinary practices involving corporal punishment in the past school term
Description:	Mean count of disciplinary practices involving corporal punishment used [at least once, more than once, many times] in the past school term
Data source:	Questionnaire: Teachers Section: Disciplinary practices Items (8): tdisc06, tdisc07, tdisc10, tdisc11, tdisc12, tdisc13, tdisc14, tdisc15
Reporting level:	Will depend on the design of each study [e.g., classroom, grade, school, geographical area]
How to calculate:	Mean (numerator/denominator) among teachers who answered the disciplinary practices section Numerator for <u>at least once</u> = Count of “once”, “a few times”, and “many times” responses to the disciplinary practices involving corporal punishment Numerator for <u>more than once</u> = Count of “a few times” and “many times” responses to the disciplinary practices involving corporal punishment Numerator for <u>many times</u> = Count of “many times” responses to the disciplinary practices involving corporal punishment items Denominator = Total number of disciplinary practices involving corporal punishment
Interpretation:	Teachers in [reporting level] used, on average, [x] out of 8 disciplinary practices involving corporal punishment [at least once, more than once, many times] in the past school term

Caregiver Questionnaire: Section 2. Gender attitudes and beliefs

Table 25. C2. Indicator 1. Percentage of favorable responses toward gender equality

Indicator:	Percentage of favorable responses toward gender equality
Description:	Mean percentage of responses indicating equitable gender attitudes and beliefs
Data source:	Questionnaire: Caregivers Section: Gender attitudes and beliefs Items (19) Positively phrased items (5): c_gna07, c_gna09, c_gna10, c_gna15, c_gna21 Negatively phrased items (14): c_gna01, c_gna02, c_gna03, c_gna04, c_gna06, c_gna08, c_gna11, c_gna13, c_gna14, c_gna16, c_gna17, c_gna20, c_gna22, c_gna23
Reporting level:	Will depend on the design of each study [e.g., classroom, grade, school, geographical area]
How to calculate:	Mean (numerator/denominator) among caregivers who answered the gender attitudes and beliefs section Numerator = Count of “strongly agree” or “agree” responses to positively phrased items plus “strongly disagree” or “disagree” responses to negatively phrased items Denominator = Total number of items with non-missing responses
Interpretation:	Caregivers of students in [reporting level] have, on average, [xx]% favorable responses toward gender equality

Table 26. C2. Indicator 2. Percentage of favorable gender identity beliefs

Indicator:	Percentage of favorable gender identity beliefs
Description:	Mean percentage of responses indicating favorable gender identity beliefs
Data source:	Questionnaire: Caregivers Section: Gender attitudes and beliefs Items (2) Positively phrased items (2): c_gna05, c_gna12
Reporting level:	Will depend on the design of each study [e.g., classroom, grade, school, geographical area]
How to calculate:	Mean (numerator/denominator) among caregivers who answered the gender identity beliefs items Numerator = Count of “strongly agree” or “agree” responses to positively phrased items plus “strongly disagree” or “disagree” responses to negatively phrased items Denominator = Total number of items with non-missing responses
Interpretation:	Caregivers of students in [reporting level] have, on average, [xx]% favorable gender identity beliefs

Table 27. C2. Indicator 3. Percentage of favorable responses toward non-acceptability of dating violence

Indicator:	Percentage of favorable responses toward non-acceptability of dating violence
Description:	Mean percentage of responses indicating non-acceptability of dating violence
Data source:	Questionnaire: Caregivers Section: Acceptability of dating violence Items (6), all negatively phrased: c_ipv01, c_ipv02, c_ipv04, c_ipv07, c_ipv08, c_ipv09
Reporting level:	Will depend on the design of each study [e.g., classroom, grade, school, geographical area]
How to calculate:	Mean (numerator/denominator) among caregivers who answered the acceptability of violence section Numerator = Count of “strongly disagree” or “disagree” responses to negatively phrased items Denominator = Total number of items with non-missing responses
Interpretation:	Caregivers of students in [reporting level] have, on average, [xx]% favorable responses toward non-acceptability of dating violence

