K4D | Knowledge, evidence and learning for development

Violence in schools

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IDS
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Question

Identify evidence on approaches to measuring the prevalence of Violence in Schools across low and middle income countries and the data available based on these measurement approaches. This should consist of:

a) *A list of key sources of evidence on how the occurrence and prevalence of violence in schools is measured (with a focus on low to middle income countries).*
b) *A list of key sources of data with figures on the occurrence and prevalence of violence in schools in low and middle income countries (it may be that many sources capture both points a) and b) but where they only capture one or the other they should still be included).*
c) *Below each source in the bibliography, there should be a summary paragraph including:*
   i) *High level summary of the measurement approach;*
   ii) *The findings/figures relating to the prevalence of different types of violence in school, including age and gender disaggregation wherever possible;*
   iii) *Any other key high level findings and methodological details including caveats and limitations; and*
   iv) *Countries/regions covered.*

Contents

1. How to measure violence in schools

Global guidance on addressing school-related gender-based violence

UNESCO (2016). UNESCO and UN Women.
http://unesdoc.unesco.org/images/0024/002466/246651e.pdf

Measurement approach:
Examples of SRGBV (school-related gender-based violence) reporting mechanisms noted in the document:

- A free 24-hour telephone and web-based helpline was set up for children in Kenya. From the outset (2008), girls frequently reported to the helpline that they had been sexually abused by their teachers – leading to over 1,000 teachers being dismissed from their jobs between 2009 and 2010.
- e-helpline, an online reporting system in Lebanon to help children communicate quickly with a team of professionals.
- In Malawi, 'happiness and sadness' boxes are placed by *Plan* so children may anonymously report cases of abuse and SRGBV. Some of the issues highlighted through boxes include bullying, corporal punishment, denial of food, working at teachers' houses and witchcraft. A 2010 evaluation found that the boxes were an innovative and successful initiative.
- In the Democratic Republic of Congo (DRC), USAID trained teachers to be the focal point for students to report SRGBV. Firstly, female teachers were picked. Then male teachers were also designated to respond to the needs of boys.
- In Uganda there is a mobile phone-based data collection platform, EduTrac, which collects real-time data about schools. Edutrac is also closely linked to Ureport

(www.ureport.ug) – a free SMS-based social monitoring tool for young Ugandans to speak out about issues concerning them. EduTrac regularly analyses this data for education-related issues sent in by youth in their communities, including cases of abuse and violence.

Integrating key indicators on SRGBV into existing national systems is one sustainable approach to monitoring the problem and any related programmatic responses. Existing indicators related to SRGBV, such as school violence indicators, may be collected through the Education Management Information System (EMIS) or through other instruments (such as the school-based health survey) and this data could be used as a first step to understanding violence in schools, and its prevalence among girls or boys.

Violence Against Children Surveys (VACS) measure physical, emotional, and sexual violence against children and young adults aged 13–24 years. To date, the surveys have been completed in nine countries (Cambodia, Haiti, Indonesia, Kenya, Malawi, Nigeria, Swaziland, Tanzania and Zimbabwe) and are underway in six more (Botswana, Laos, Mozambique, Rwanda, Uganda and Zambia). Findings from VACS enable countries to better allocate limited resources to develop, launch and evaluate child protection systems and programmes for violence prevention and inform coordinated multisector responses at national levels.

Figures:
Figure 1: Country example – national mixed-methods study on SRGBV in Lebanon
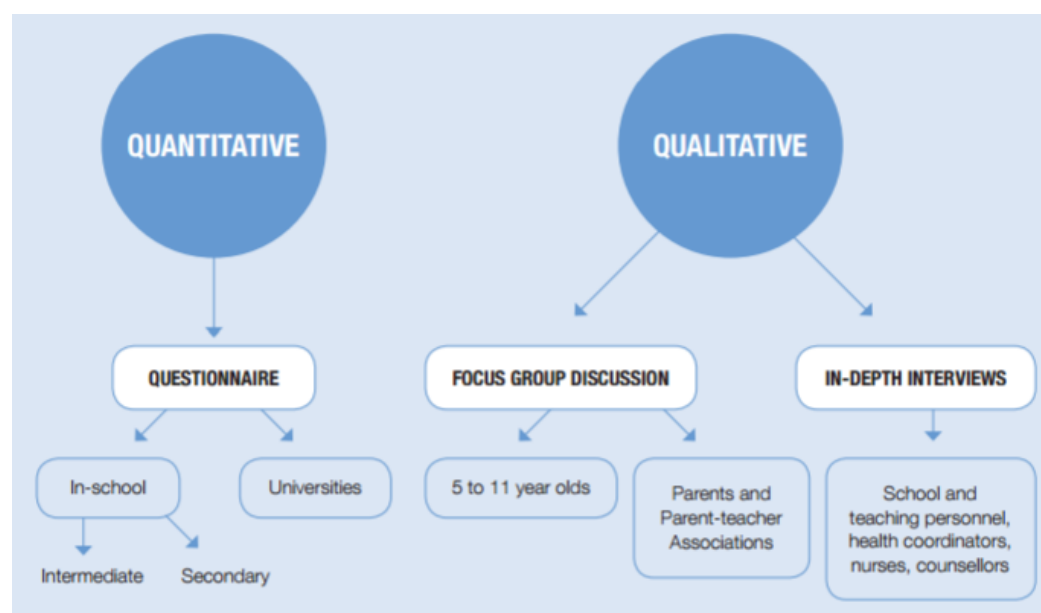
Limitations:
The existing evidence base for the global scale and nature of SRGBV is limited. The multiple factors contributing to this include:

- Lack of a common conceptualisation of SRGBV.

- Most violence goes unreported or unrecognised, particularly where social and gender norms make it hard for children to report or recognise certain behaviours and actions as violence.
- The most vulnerable children also have the least support and links to report abuse;
- Data analysis and tracking systems are usually at their lowest capacity in areas and countries where children are most vulnerable.
- Data on violence is rarely disaggregated by sex or by the location of the incident;
- Where data relies on reporting through official channels or self-reporting through research and surveys, a child's understanding of and recognition of violence, researchers' biases and skills and the sensitivity of the issues being discussed all impede reporting.
- Difficulties verifying or replicating studies can hinder international comparisons.
- Geographical gaps – most studies have focused on sub-Saharan Africa because of an interest in the links between SRGBV and the prevalence of HIV/AIDS.
- Some types of violence are better tracked than others (e.g. physical and corporal violence vs. psychological and sexual violence).

Methodological considerations for measuring SRGBV:

- Definitions of SRGBV: For all study designs, it is important to avoid ambiguity of terms such as 'bullying', 'harassment', 'violence' or 'corporal punishment', which are open to interpretation. Instead, researchers should name actual acts of violence, which are less subject to interpretation and can strengthen study validity.
- Clarification of time parameters: Surveys of SRGBV and violence against children have used a range of different time periods to assess prevalence.
- Non-response or 'under-counting': Respondents may not wish to disclose that they have experienced violence, possibly due to fear of reprisals, taboos or feelings of guilt or shame.
- Double (or over) counting: When service-based data is used, it may be that a person or incident is counted more than once.
- Sampling bias and the location of study: School-based studies run the risk of sampling bias, with fear of violence and fear of disclosing violence impacting school attendance on the day of the study.
- Use of child-friendly methodologies and trained enumerators are essential to measure change and to elicit information on sensitive issues from children and young people.
- Respecting privacy and confidentiality means ensuring privacy with regards to how much information the child wants to reveal or share, and with whom; privacy in the processes of information gathering/data collection and storage that allows the exchange of information to be confidential to those involved; and privacy of the research participants so that they are not identifiable in the publication and dissemination of findings.

Let's decide how to measure school violence

UNESCO. (2017). UNESCO
http://unesdoc.unesco.org/images/0024/002469/246984E.pdf

Measurement approaches:

Cross national school surveys. Administering questionnaires to a sample of students. There could be questions on violence included in a general school survey or a generic survey on violence which includes questions on school incidents. In its 2015 round, the IEA Trends in International Mathematics and Science Study (TIMSS) included questions on school-related violence both for grade 4 (figure #) and grade 8 students. The same questions are also administered as part of the Progress in International Reading Literacy Study (PIRLS) to grade 4 students.

The OECD Programme for International Student Assessment (PISA) asked students and school principals questions about school violence in its 2015 round.

The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) survey in 15 countries asked principals of the sampled primary schools in the third round (2007) two questions related to the severity of several violent behaviours.

The UNESCO LLECE Tercer Estudio Regional Comparativo y Explicativo (TERCE), which took place in 15 Latin American countries, included questions about violence in the background questionnaires. two sets of questions were asked of grade 6 students. The first set referred to feelings towards other classmates, such as fear and being threatened, or actual bullying behaviours, such as being made fun of, left out, or forced to do things. The second set referred to classroom conditions, such as exchanges of insults between students (or from students to teachers), physical fights and exclusion.

The Global School Health Surveys (GSHS) were developed by the World Health Organization (WHO) in collaboration with UNICEF, UNESCO, and UNAIDS; and with technical assistance from the United States Centres for Disease Control. They are school-based surveys conducted primarily among students aged 13–17 to provide data on health behaviours and protective factors among students. There is a violence and unintentional injury module in the two versions of the questionnaire.

The Young Lives (YL) Survey follows children in Ethiopia, India, Peru and Vietnam. It includes a question on whether teachers had used physical punishment.

The Violence Against Children (VAC) surveys have measured physical, emotional and sexual violence against children based on a household sample focusing on young people aged 13 to 24. They have been administered in eight developing countries, including six in sub-Saharan Africa.

This policy paper also notes national surveys in Brazil, India, and Nigeria.

A Child Abuse Screening Tool (ICAST) has been developed by the International Society for the Prevention of Child Abuse and Neglect (ISPCAN).

Key findings reported:
- The percentage of students in schools where the principal reported that bullying hindered student learning to some extent or a lot ranged from 1% in Israel to 46% in Trinidad and Tobago (Data from the PISA 2015 round).
- The results of the 2015 TIMSS show that, across participating countries, about 45% of grade 4 students reported having been bullied at least once a month. National averages

varied from 78% in South Africa and 66% in Bahrain to around 25% in Kazakhstan and the Republic of Korea.

- In six countries, including Kenya and Zambia, over 40% of school principals reported in the third round of SACMEQ that pupil–pupil sexual harassment had occurred either 'sometimes' or 'often'. Teachers were also reported to be perpetrators, with an average of 39% of school principals stating that teacher–pupil harassment had occurred in their schools, with the range varying from one-fifth of surveyed schools in Mozambique to over three-quarters in Seychelles.
- Analysis by the GEM Report shows that across TERCE participating countries, psychological bullying was twice as prevalent as physical bullying. The prevalence of physical bullying varied from 9% in Costa Rica to 22% in the Dominican Republic, while rates of psychological bullying varied from 24% in Mexico to 35% in Peru.
- GSHS data: Between 2010 and 2012, the rates at which children reported being bullied in the previous 30 days varied significantly, from 11% of boys and 15% of girls. In Barbados to 69% of boys and 79% of girls in Samoa. Being bullied differs between countries in terms of gender. In Kuwait, Lebanon and Sudan, girls' reports of bullying are higher than boys' by about 17% to 19%, while in the Cook Islands and Algeria, boys' reports are higher by about 5% and 7% respectively.
- While 23% of 15-year-olds had been bullied at least once in the previous two months, with no gender difference, 26% admitted to have bullied others. Boys were 50% more likely to have been bullies (HBSC data).
- YL data finds the prevalence of physical punishment used by a teacher was highest in India at 78% among 8-year-olds and 34% among 15-year-olds; it was lowest in Viet Nam at 20% and 1%.
- In the Brazil National Survey of School Health grade 9 students, aged 13 to 15, were asked how often did their school mates 'belittle, mock, scorn, intimidate or scoff' at them in the previous month to the point that they became 'hurt, bothered, annoyed, offended, or humiliated'. About 7% of students responded that this happened 'most of the time' or 'always'.
- In India, the Study on Child Abuse found among the 34% of children aged 5-17 who had been beaten by non-family members, 45% had most often been beaten by teachers. Among young adults aged 18 to 24, 4% reported that they had been sexually assaulted by a teacher.
- In the VAC Nigeria survey, 38% of females and 42% of males aged 13 to 17 reported having experienced physical violence in the previous 12 months. In about 85% of cases this had been the teacher. The questionnaire also asks about where an incident of sexual abuse took place. Among 18- to 24-year-old women, 25% reported having been victims of sexual abuse before the age of 18; of those, 15% said that this took place in the school. By contrast, 11% of 18- to 24-year-old men reported having been victims of sexual abuse before the age of 18; but, of those, 25% said that this took place in the school.
- The ICAST questionnaire has been used in a study of school violence in Uganda, where 54% of primary school students reported experiencing physical violence from school staff the week before the survey.

Figures:

Figure 2: Reported from the TIMSS survey, percentage of grade 4 students who reported being bullied

Percentage of grade 4 students who reported being bullied at least once a month, 2015

Figure 3: Percentage of grade 6 students who reported being bullied when in school by type of bullying
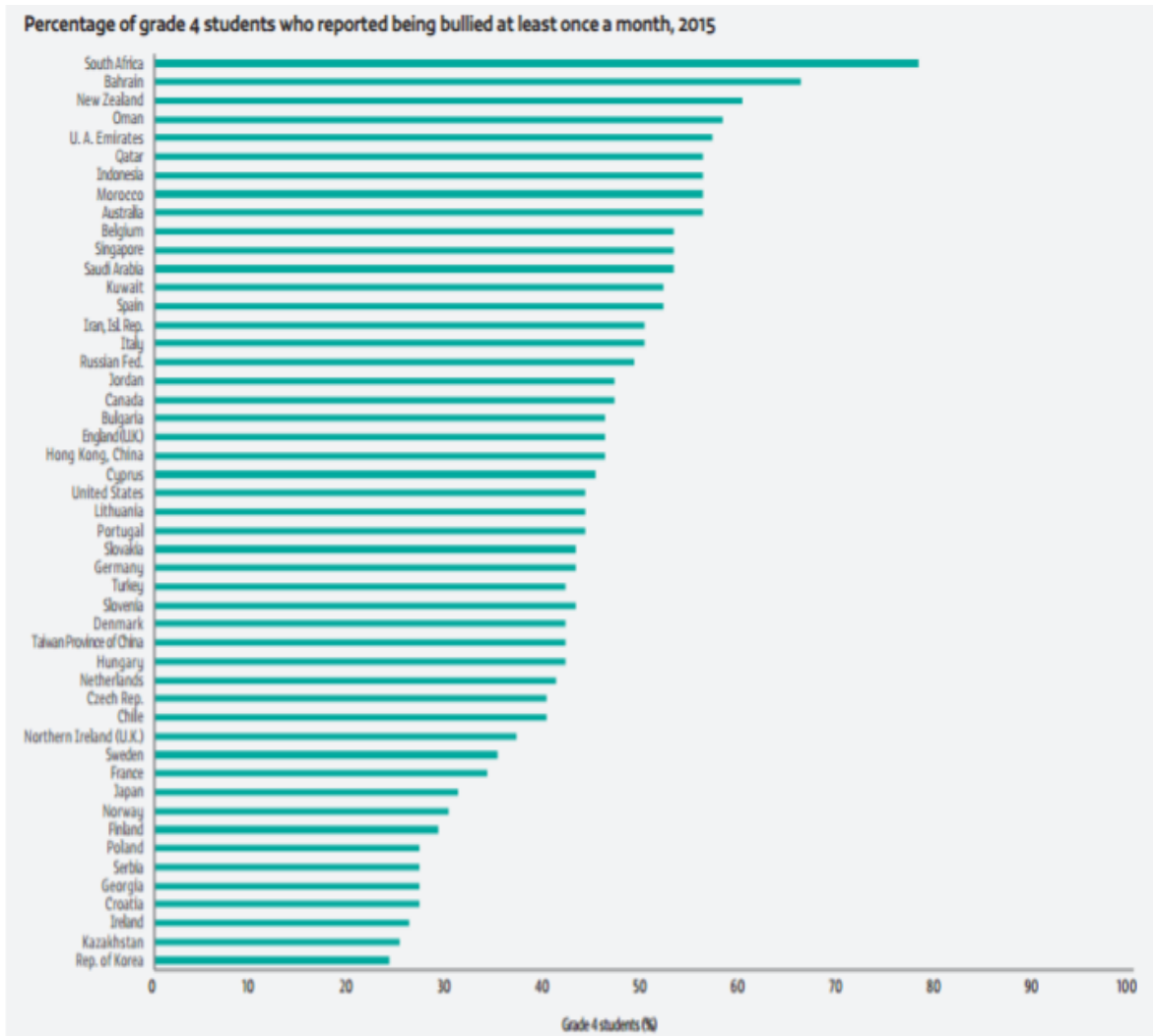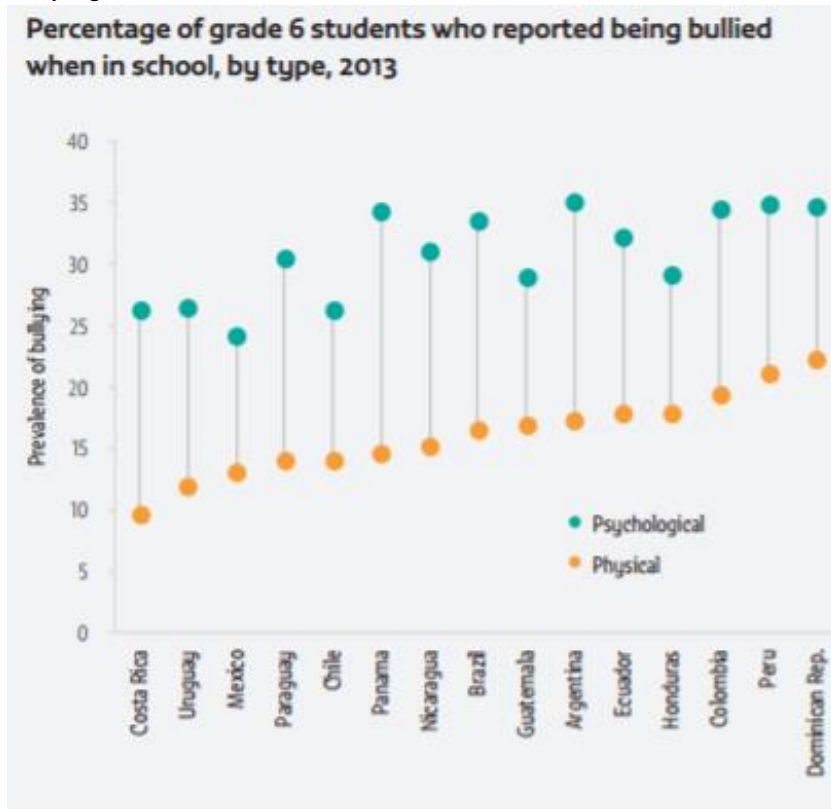

Percentage of grade 6 students who reported being bullied when in school, by type, 2013

Source: GEM Report team analysis based on TERCE data

Figure 4: Percentage of 13- to 15- year olds who reported having been bullied on one or more of the previous 30 days, 2010-2012

Percentage of 13- to 15-year-olds who reported having been bullied on one or more of the previous 30 days, 2010–2012
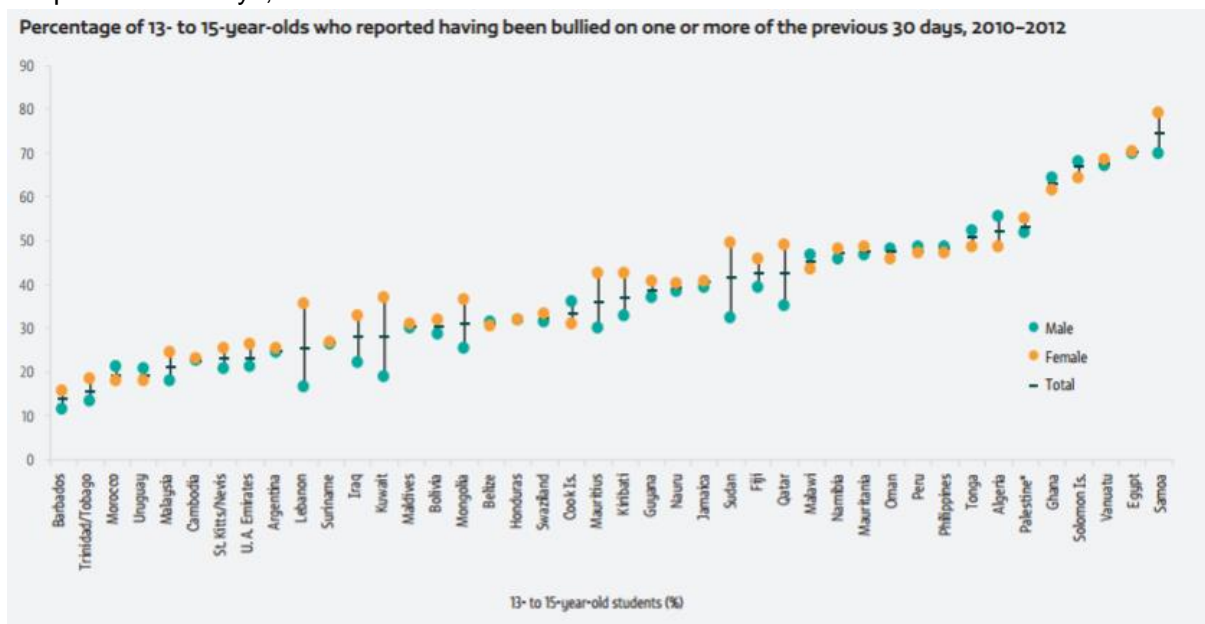
Limitations:

Regardless of the chosen option, a number of key considerations need to be made both by those working toward a globally comparable measure and those working on improving national measures. First, while the different tools collectively capture all forms of school-related violence, many of the more widely used individual measures capture only a subset of the different manifestations of school related violence. Many, for example, tend to focus on bullying rather than sexual violence. It is necessary to capture the widest possible set of harmful behaviours. Second, it is necessary to ensure that there is an explicit gender lens in questions addressing school-related violence, because gender is a major factor behind many of these forms of violence.

Third, more collaborative work is needed to ensure that questions related to violent behaviour in the school environment are asked in a consistent way. This includes consistency in the way questions are put to different respondents, such as students and teachers. In addition, these questions need to be formulated in ways that can inform policy responses. Finally, there is a need for consistency on all matters related to time. This includes the age group of students responding to the questions, the period during which violent behaviours are supposed to have taken place, and the frequency with which these surveys are administered.

Countries/regions covered:

Cross national surveys: SACMEQ – 15 countries in Southern and Eastern Africa; TERCE - 15 Latin American countries; YL - Ethiopia, India, Peru and Vietnam; VAC – Nigeria, Malawi, Kenya, Tanzania, Swaziland, Zimbabwe, Cambodia, and Haiti.

National surveys: Brazil, India, and Nigeria.

A global review of current issues and approaches in policy, programming and implementation responses to School-Related Gender-Based Violence (SRGBV) for the Education Sector

Leach, F. and Dunne, M. 2014. Paris, UNESCO Education Sector
http://www.unesco.org/fileadmin/MULTIMEDIA/HQ/HIV-
AIDS/pdf/SRGBV_UNESCO_Global_ReviewJan2014.pdf

Methodological approach:

This global review is based on a systematic search of research-based evidence on SRGBV and on responses by international and national agencies to the phenomenon. We have used personal knowledge and contacts, Google Scholar and other internet resources, including the websites of organisations known to work in this field, also email enquiries and published material. We have drawn heavily on a recent review of promising practice in addressing SRGBV completed for the INGO Concern Worldwide, during the preparation of which numerous skype conversations were held. Additional searches were made for recent material using search terms such as violence, gender based, school based violence, in school violence, masculinity, sexuality, HIV and AIDS, with emphasis on post-2008 material and on countries in the global South.

Key findings:

The report provides an overview of current knowledge of the nature and scale of the problem by region.

Limitations:
Large scale comparative or multi-country research studies present major logistical and methodological challenges to design, implementation and evaluation. Poor school and district record-keeping and ineffective data storage and management make a common research framework problematic. Recognition of the advantages and strengths of multi-level multi-stakeholder interventions, but also their complexities, requires long term commitment and skilled personnel. There is as yet no proven methodology for researching sensitive behaviours among young people, although it has been recognised for some time that standard interviewing and survey methods are generally less reliable with children and adolescents, especially when sensitive questions around sex and sexuality are being asked. Identifying a suitable methodology for interviewing children on sensitive topics is complex and challenging.

Other potential resources on measuring violence in schools that were beyond the scope of this report to include:

Measuring Violence against Children. Inventory and assessment of quantitative studies
UNICEF. (2014)
https://data.unicef.org/wp-content/uploads/2014/11/Measuring-Violence-against-Children-%E2%80%93-Inventory-and-assessment-of-quantitative-studies.pdf

Measuring violence against children in humanitarian settings: A scoping exercise of methods and tools
Landis, D., Williamson, K., Fry, D., and Stark, L. (2013). Child Protection in Crisis (CPC) Network and Save the Children.
http://cpwg.net/wp-content/uploads/sites/2/2014/07/Measuring-Violence-Against-Children-in-Humanitarian-Settings-FINAL-Report-1-29-14.pdf

Literature review on school-related gender-based violence: how it is defined and studied
USAID. (2016).
http://www.prb.org/pdf16/IGWG_10.19.16_DERP-SRGBV-LitReview.pdf

Ethical Principles, Dilemmas and Risks in Collecting Data on Violence against Children A review of available literature
UNICEF. (2012).
https://data.unicef.org/wp-content/uploads/2015/12/EPDRCLitReview_193.pdf

2. Primary data on violence in schools

Are schools safe and equal places for girls and boys in Asia? Research findings on School-Related Gender-Based Violence
International Centre for Research on Women (ICRW) (2015). Plan Asia.
http://www.ungei.org/srgbv/files/SRBVAsia_ICRW_Plan.pdf

Measurement approach:
Data was collected from over 9,000 students (both girls and boys aged 12 to 17) studying in grades 6 to 8 and a range of relevant stakeholders, including teachers, headmasters, parents

and representatives of non-governmental organisations (NGOs) and Community Based Organisations (CBOs).

This study used a quasi-experimental design with a mixed method of data collection. The tools included a self-administered questionnaire for students (approximately 1,500 questionnaires from 30 schools in each country), Focus Group Discussions (FGDs) with students to create school safety maps using participatory tools such as open ended stories; Plan's developed and widely used School Equality Scorecard in select schools; FGDs with teachers and parents; and Key Informant Interviews with Principals.

Analysis of data was done using a comparative data analysis framework. This study received approval from country-specific ethical boards and ICRW's Institutional Review Board (IRB). As part of the research protocol submitted, potential risks were anticipated, and specific mechanisms were detailed in order to mitigate these risks.

Key findings:
- Violence is very common and highly prevalent in schools across the five countries researched. Girls and boys in Indonesia reported the highest levels of SRGBV in school (84%), while in Pakistan, girls and boys reported the lowest levels of SRGBV (43%).
- High prevalence of emotional violence within the last six months of the study was reported in all countries, and students noted this as a prominent factor that makes schools unsafe.
- Physical violence was the second highest form of violence experienced by students who participated in the study. In all the study countries, a significantly higher proportion of boys reported facing physical violence in school than girls.
- Of the students who reported experiencing violence in school within the last six months of the study, nearly half reported teaching/non-teaching staff as the perpetrator in Pakistan, 33% In Indonesia, and 42% in Nepal. A fifth of the students reported this in Cambodia and Vietnam.
- Across all five countries, significantly higher proportions of boys mentioned teachers or school staff as perpetrators compared to girls.
- The percentage of students experiencing peer-based violence across the five countries ranged from 33% in Vietnam to 58% in Cambodia. Only Indonesia reported significant differences by disaggregated by sex, where more boys (59%) reported violence by a peer as compared to girls (44%).

Figures:

Figure 5: Experience of Violence in School in last 6 months

Proportions for boys and girls are significantly different at p<0.05
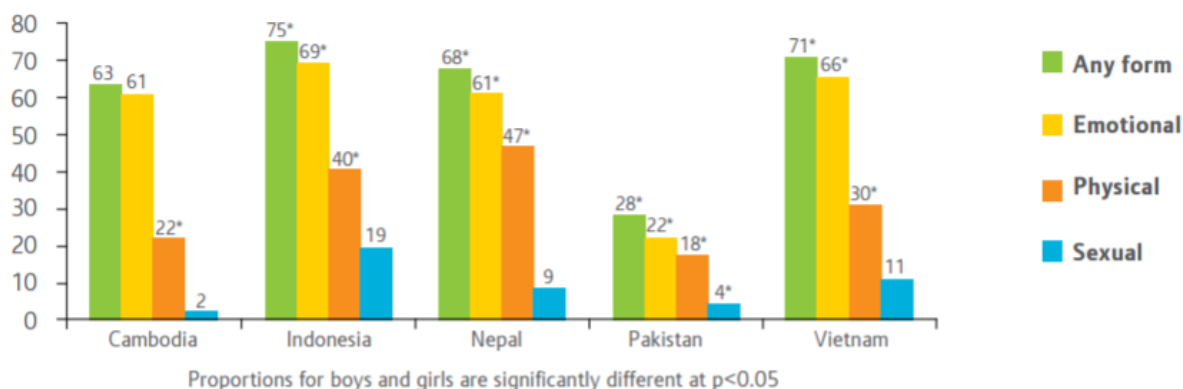
Countries covered:
Cambodia, Indonesia, Nepal, Pakistan and Vietnam.

Reaching Out – Volume 1: Preventing and Addressing School-related Gender-based Violence in Vietnam
UNESCO (2016).
http://unesdoc.unesco.org/images/0024/002469/246927E.pdf

Measurement approach:
An investigation was undertaken into the nature and extent of school-related gender-based violence (SRGBV) in North, Central and South Vietnam. Ethical issues were carefully planned including informed consent and privacy for participants. The commitment and support of the Ministry of Education and Training (MOET) was essential to enable stakeholders to freely discuss the sensitive topic of SRGBV. A range of local and international research experts, departmental and school contacts, and community organisations aided the project. The study applied an emancipatory methodology aiming to achieve social justice goals. Mixed methods of in-person and online surveys, focus group discussions and in-depth interviews were used to collect data from four distinct groups of participants. These included general school students, LGBT students, school staff (administrators and teachers) and parents.

The study investigated SRGBV among general secondary school students. It focused on all forms of violence that occur in various contexts related to school including school premises.

The research team used the emancipatory theoretical approach while conducting research on, with and for victims of SRGBV. The aim was to serve social justice goals and inform change in the tradition of emancipatory research for Vietnamese educational institutions and community (rather than simply to generate knowledge for its own sake). The reference group was particularly helpful in refining the project's goals, ensuring the topics considered recent institutional changes emerging locally and internationally, and envisioning training and resource needs for schools and education stakeholders. In order to gather useful data for such ends, the methodological lens and specific methods/analyses were informed by:

- A review of international and national research projects on SRGBV to create a comprehensive synthesis and analysis of the scale, current status, causes, effects, impacts and preventive measures against gender-based violence in schools and communities.
- Consultations with local and international experts from different disciplines such as psychology, pedagogy, education management, sociology and sexual and gender diversity.

Mixed qualitative and quantitative methods were used to achieve the research objectives. Research questions were adapted to the Vietnamese context after being piloted in one school in suburban Ha Noi and before the official survey was administered. Quantitative data was collected from students aged 11-18 studying in Grades 6-12 of lower and upper secondary schools using a self-administered, paper-based survey. The same instrument was used in an online survey among self-identified LGBT students. Qualitative data was collected from students, teachers, parents and school administrators through in-depth interviews (IDIs) and focus group discussions (FGDs).

To collect empirical data on the status, prevalence, scale, causes/drivers, and consequences of SRGBV as well as interventions already in place, the research team used a survey questionnaire. The survey was offered to potential participants through two modalities: on-site in schools and online (for self-identified LGBT students of lower and upper secondary school age). Separate sets of questions were developed for different participants: students, teachers, school administrators and parents. The set of questionnaires was developed and finalised through: seeking input/feedback from international and local experts on questionnaire format and content; testing questionnaires with pilot participants from all groups to determine suitability and feasibility and finalising the questionnaires based on the insights provided by experts and the piloting processes.

All three questionnaires comprised mainly closed (multiple-choice) questions in combination with some open (short answer) questions for adding/clarifying information. To further support the on-site data collection, online data collection was used simultaneously for self-identified LGBT students of lower and upper secondary school age to ensure sufficient representation of their experience in the sample. The questionnaire for students was converted into an online format (using the Google Docs online survey application) and recruitment of participants was initiated by LGBT organisations through different web pages/forums and through network members. The benefits of online research included cost reduction and the increased comfort and security of respondents to discuss sensitive topics about violence and LGBT themes in contexts not controlled by school staff.

The sample for the quantitative data included students, teachers/administrators, and parents in six provinces representing Northern, Central and Southern Vietnam. Students and parents were randomly selected with the coordination support of the Department of Student Affairs under MOET.

All students in the list were given opportunities to read about the research and freely signed the consent forms before the research team came to the school for data collection. For teachers and administrators, invitation to participate was offered where there was minimum disruption to the teaching work planned.

After securing schools' agreement to participate in the study, a work plan for data collection was agreed upon at each school between the research team and school staff, with liaison support from the local Department of Education and Training (DOET) and Bureau of Education and Training (BOET). The research team operating at each participating school included four research officers, two technical staff and one focal person from the local educational management agency.

Participating schools assisted the research team to prepare the venue for data collection, and the communication with students and parents. While the process for ensuring that the consent forms were signed off by students and parents was new for the host schools, and some staff did not thoroughly understand its purpose, explanations provided by the research team via telephone aided staff in understanding and completing this task to ensure participants were not coerced into participation. During data collection, the host schools did not interfere with the activities led by the research team.

The research team collected qualitative data to achieve a contextualised understanding of the situation in Vietnamese schools and in particular to better understand: the complexity of the causes, motives and impacts of SRGBV; measures, policies and activities to prevent or address the problem; and possible inputs into the recommendations. Qualitative data was collected through:

1. Semi-structured In-Depth Interviews (IDI)

2. Focus Group Discussions (FGDs)

Each IDI/FGD was conducted by two research officers, one acting as the main moderator and another recording and providing technical support (e.g. supporting the recording and documentation, and ensuring a quiet atmosphere without outside interruption). All IDIs/FGDs began by getting acquainted, greetings, and creating a friendly and open atmosphere in the first few minutes between the research team members and participants. The research officers only started the IDI/FGD formally after the participants felt comfortable and understood and agreed with the proceedings (i.e. having signed the consent form and agreed to the use of a recorder).

Following the design of the FGD guidelines, the research officers chose one of two options to proceed. One way was to lead the participant directly into the issues of investigation by asking questions. The other was to use some supporting aids such as colour cards, sticky notes or drawings to assist participants to easily approach the issues under investigation. Due to time constraints, in most FGDs, the first option was used.

Upon the request of the research team, the venues for the IDI/FGDs with students, teachers and parents were arranged in private quiet places within the school such as libraries, computer labs and counselling rooms to create a comfortable environment. To increase the comfort of the participants, the IDI/FGDs with students at schools were often done by young research officers, whereas the IDI/FGDs with adults were carried out by more senior researchers. Most of the IDIs and FGDs took around 60-75 minutes to complete.

Following the same approach, the self-identified LGBT students participating in the IDIs and FGDs were given the option of proposing the time and venue to carry out IDIs and FGDs to the research team; usually coffee shops and the offices of LGBT organisations. Most of the IDIs and FGDs took around 60-80 minutes to complete.

Barriers to reporting and data collection in the region on this issue include shame and stigma, financial barriers, perceived impunity for perpetrators, lack of awareness of or distrust of available supports with additional barriers in areas impacted by conflict or among mobile populations, such as in Bangladesh and Timor-Leste. In addition, many people do not report or seek care because they accept violence as normal or do not perceive it as worthy of intervention.

Key findings:

- 71% of LGBT students had experienced physical violence, 72.2% verbal violence, 65.2% psychosocial violence, 26% sexual violence and 20% technology-related violence.
- A greater percentage of LGBT students reported having experienced violence compared with non-LGBT.
- 64.7% of non-LGBT male students had experienced physical violence, 54.5% verbal violence, 54.7% psychosocial violence, 22% sexual violence and 13.2% technology-related violence.
- 51.1% of non-LGBT female students had experienced physical violence, 51.9% verbal violence, 45.4% psychosocial violence, 10.6% sexual violence and 7.2% technology-related violence.

Figures:
No figures relating to the data of interest for this helpdesk were available.

Limitations:

- Generalisability of the data. Data from 6 provinces is not necessarily nationally representative.
- Discomfort with discussions of gender and violence: Despite carefully designed tools which had been piloted, the possibility that discomfort with the questions could have influenced the responses cannot be ruled out. Additionally, there may have been some concerns from schools that the data could potentially affect the reputation of the schools. MOET's support and encouragement was critical to secure schools' participation and in communicating about the importance of valid and reliable data for action planning.
- Quality of the research instruments: Limitations on time and resources led to the simultaneous collection of both qualitative and quantitative research. As such, it was not possible to refine the tools for one method based on data collected in the field by the other method. Piloting assisted in overcoming this somewhat. There were some technical issues with online instruments.
- Scope of the study: Small sample sizes.

Country:
Vietnam

Reaching Out – Volume 2: Preventing and Addressing SOGIE-related School Violence in Vietnam
UNESCO (2016).
http://unesdoc.unesco.org/images/0024/002469/246928E.pdf

Volume 1 focussed on gender-based violence whereas this, volume 2, focusses on Sexual Orientation and Gender Identity and Expression (SOGIE)-related violence.

Data is on awareness and attitudes rather than the experience of violence.

Country:
Vietnam

The Good School Toolkit for reducing physical violence from school staff to primary school students: a cluster-randomised controlled trial in Uganda

Devries, K.M., Knight, L., Child, J.C., Mirembe, A., Nakuti, J., Jones, R., Sturgess, J., Allen, E., Kyegombe, N., Parkes, J. and Walakira, E. (2015). The Lancet Global Health, 3(7), pp. 378-386.
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4928210/

Measurement approach:
42 primary schools (clusters) from 151 schools in Luwero District, Uganda, with more than 40 primary 5 students and no existing governance interventions were randomly selected. All schools agreed to be enrolled. All students in primary 5, 6, and 7 (approximate ages 11–14 years) and all staff members who spoke either English or Luganda and could provide informed consent were eligible for participation in cross-sectional baseline and endline surveys in June–July 2012 and 2014, respectively. 21 schools were randomly assigned to receive the Good School Toolkit and 21 to a waitlisted control group in September, 2012. The intervention was implemented from September, 2012, to April, 2014. Owing to the nature of the intervention, it was not possible to mask assignment. The primary outcome, assessed in 2014, was past week physical violence from school staff, measured by students' self-reports using the International Society for the Prevention of Child Abuse and Neglect Child Abuse Screening Tool—Child Institutional. A more detailed description of the study design and procedures are discussed in the paper.

Key findings:
- At 18-month follow-up, 3820 (92·4%) of 4138 randomly sampled students participated in a cross-sectional survey. Prevalence of past week physical violence was lower in the intervention schools (595/1921, 31·0%) than in the control schools (924/1899, 48·7%; odds ratio 0·40, 95% CI 0·26–0·64, p<0·0001).
- Student self-reported physical violence in the past term was 80.5% in the control and 60.2% in the intervention.
- School staff self-reported past week use of physical violence was 32.5% in the control group and 15.5% in the intervention

Limitations:
Although the authors made use of a standardised, internationally recognised and widely used questionnaire to measure self-reported violence exposure, their main limitation cited is that violence measures are by necessity reported rather than observed. Student reports of violence outcomes are used as the most conservative test of the intervention effect. Reports from school staff about use of physical violence against students are likely to be biased in the same direction as the intervention effect, whereas student reports would likely be biased in the opposite direction. Third-party corroborated reports of violence exposure vastly underestimate prevalence compared with self-report and medical record checks for injuries resulting from staff violence and are not feasible in this context. The authors claim that staff reports and students' reports of past-

term exposure (when the research team was not in their school) show very similar effect sizes and direction, lending support to the results. Authors were unable to mask participants or data collectors to allocation. This could have introduced bias towards a larger effect, but it is unlikely that this would entirely account for such a large observed difference.

Country:
Uganda

A rigorous review of global research evidence on policy and practice on school-related gender-based violence

Parkes, J., Heslop, J., Johnson Ross, F., Westerveld, R., Unterhalter, E. (2016). UNICEF.
https://www.unicef.org/education/files/SRGBV_review_FINAL_V1_web_version.pdf

Methodological approach:
Three bibliographic databases were searched for relevant publications, along with websites of key governmental and non-governmental organisations (NGOs) and complementary databases. Citations referenced in individual papers and known about by team members were also followed up, eliciting a total of 2,525 publications.

The review was conducted in two main stages. Stage 1 ('light review') consisted of a systematic mapping exercise of 171 publications that met the inclusion criteria through coding, giving a broad picture of the research and interventions on SRGBV globally. At the conclusion of this first stage, 49 studies that met additional inclusion criteria – of assessing the effectiveness of a sustained intervention with relevance to low and middle-income countries, and/or engaging with policy processes – were selected for Stage 2 ('detailed review'). The detailed review included examination of the research (theoretical underpinning, quality of contextualisation, and methodological trustworthiness) and of the interventions (focus, design, sustainability, ecological validity), with a view to generating the analysis of approaches with potential for addressing SRGBV in a range of settings.

Key findings:
The focus of this review is on interventions and policy enactment rather than recording current status/baseline.

A key finding of the review was that the majority of studies were of short-term programmes of less than a year, and the evidence was drawn from evaluations at a moment of practice, commonly at the end of the programme. Few studies engaged with policy, with most focusing on local programmes working directly with groups of girls and/or boys, usually at secondary school level, on sexual violence or young people's aggressive behaviour. Quantitative studies dominated the global evidence base, with far fewer qualitative, mixed methods or longitudinal studies. Most of the evidence came from North America or sub-Saharan Africa, with very few studies from Asia or the Middle East. Studies in the United States tended often to operate as packaged, off-the-shelf interventions with experimental designs of narrow focus, and gender was often one of many variables. The studies in sub-Saharan Africa employed a range of study designs including qualitative, quantitative and mixed methods. These were of variable quality in terms of rigour and reliability. Some had strengths in the quality of their contextualisation, their participatory and flexible designs, or their attention to gender, sexual violence and inequalities.

Evidence on promising approaches is discussed.

Limitations:
General limitations in evidence in this area are discussed above.

Regions:
Global

School Violence in South Africa: Results of the 2012 National School Violence Study

Burton, P. and Leoschut, L. (2013) Cape Town, South Africa, Centre for Justice and Crime Prevention.

http://www.cjcp.org.za/uploads/2/7/8/4/27845461/monograph12-school-violence-in-south_africa.pdf

Methodological approach:
A reference group was convened to guide the design of the study, the instrument, and the various reporting and ethical considerations. The group included representatives from civil society, academic institutions, international agencies and government. A comprehensive annotated training manual was compiled for the training, and included explanations of the sampling process, the instruments, reporting requirements and informed consent.

The study utilised a primarily quantitative approach. Pre-coded instruments were designed for learners, educators and principals. Each instrument was tested in a pilot at two sites.

A stratified sample was used for this study. In a sample such as this, the total study population – in this case, the total number of secondary schools in South Africa – is divided into subgroups that vary according to a specific feature known to be related to the study results. Thus, the sample of secondary schools was stratified by province.

Since the sample was drawn proportionate to size, provinces with a greater number of secondary schools had greater representation in the study sample. The Department of Basic Education (DBE) Education Management Information System was used as the sampling frame.

Letters of introduction from the DBE were sent to each school and visits were scheduled by the research teams. At each school, the principals and learners were briefed, and informed consent forms were distributed to all learners. Ten learners from each grade were randomly recruited from those who returned completed informed parental consent, resulting in a sample of 50 learners per school. In addition, the principal and two educators were interviewed per school. In total, a sample of 5,939 learners, 121 principals and 239 educators was achieved. Two of the original schools selected into the sample refused participation and were replaced with two substitute schools drawn randomly from the sample.

A few schools included in the sample were combined schools that offered only a limited number of secondary grades. Where this was the case, the total of 50 learners interviewed was spread across the available grades. For example, in a school that offered only grades 8 through to 10, 17 interviews per grade were conducted.

All interviews were conducted in private, on a one-on-one basis, with a fieldworker of the same gender as the respondent. Learners were informed that they could stop the interview at any time or refuse to answer any question they did not feel comfortable answering. A referral system was established through which participants could be referred to local counselling centres or support systems. All interviews were conducted in the vernacular of the learner to ensure comprehension

and the most accurate recording of responses. Following a rigorous quality control process both in the field and prior to data capture, the data was double-captured into Epi-Info to ensure the eradication of any capture errors, and was validated.

Key findings:

- 12.2% had been threatened with violence by someone at school.
- 6.3% had been assaulted.
- 4.7% had been sexually assaulted or raped.
- 4.5% had been robbed at school.

Figures:

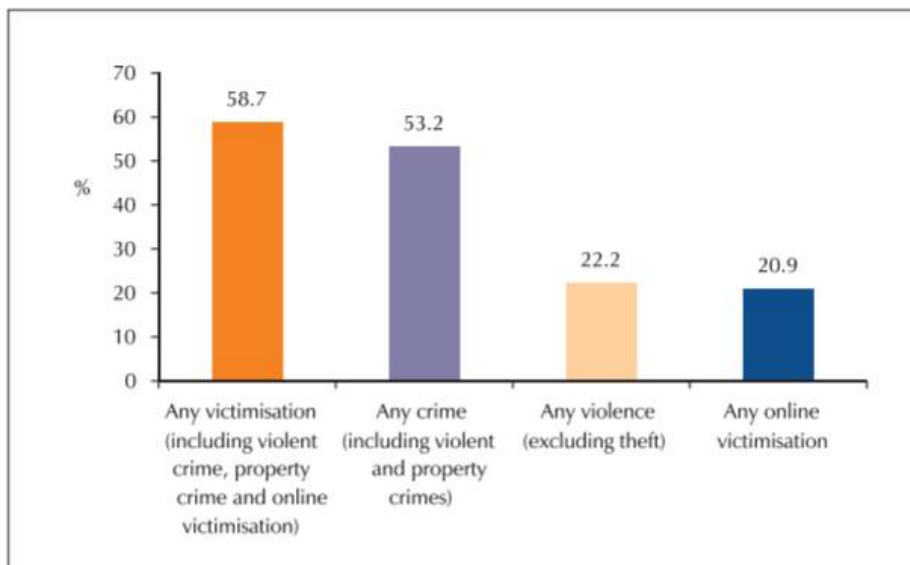Figure 6: Overall victimisations rates

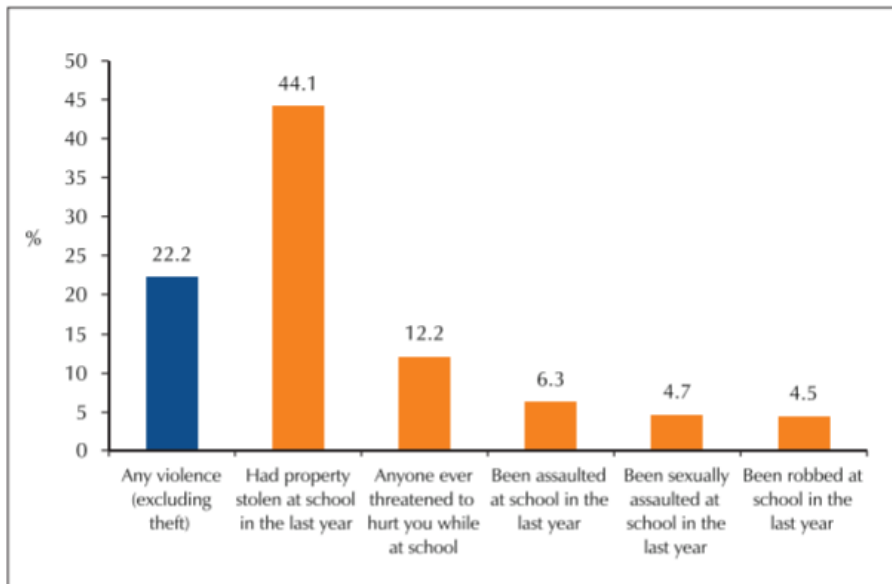Figure 7: Combined victimisations experienced at school (including theft) (%)

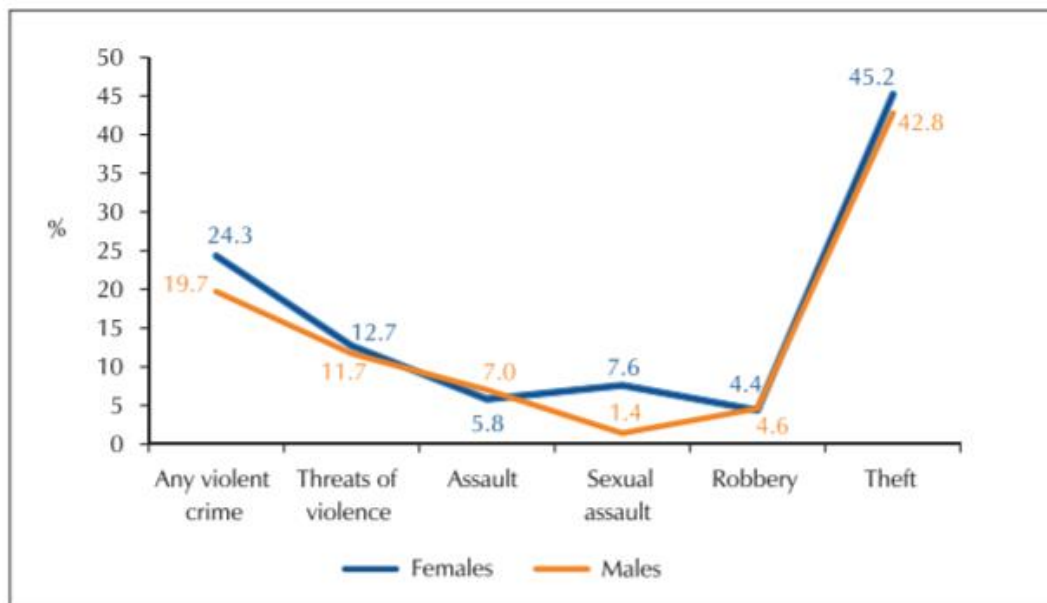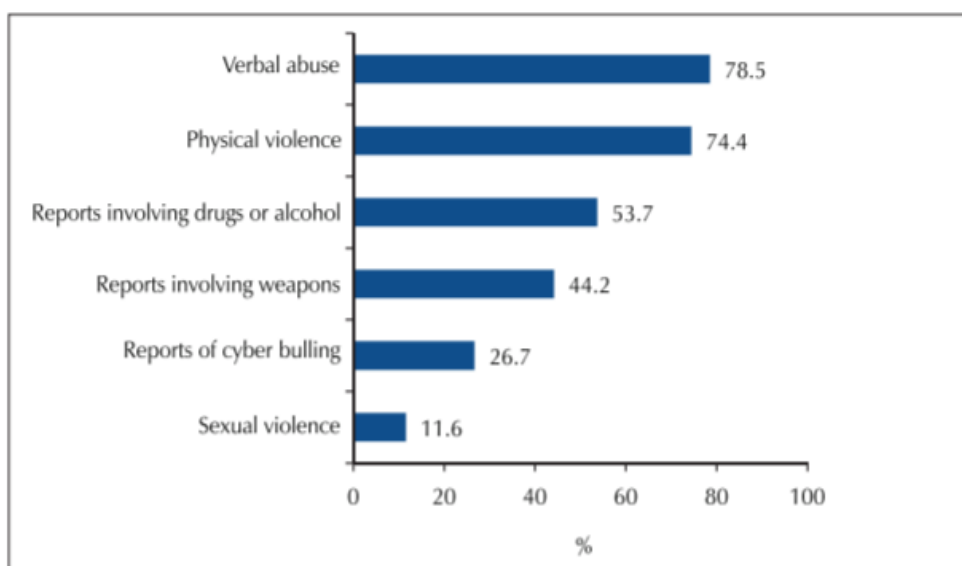Figure 8: Victimisation, by gender (%)

Figure 9: Actual reports of violence between learners reported to principals (%)

Methodological limitations:
Not discussed.

Country:
South Africa

Violence against primary school children with disabilities in Uganda: a cross-sectional study

Devries, K. M., Kyegombe, N., Zuurmond, M., Parkes, J., Child, J. C., Walakira, E. J. and Naker, D. (2014). BMC Public Health, No. 14, pp. 1017
https://bmcpublichealth.biomedcentral.com/articles/10.1186/1471-2458-14-1017

Methodological approach:
The authors performed a secondary analysis of data from the baseline survey of the Good Schools Study. 3706 children and young adolescents aged 11-14 were randomly sampled from 42 primary schools. Descriptive statistics were computed and logistic regression models fitted.

Sampling: Based on the most up-to-date records of the Ministry of Education and Sports, 268 schools were operating in Luwero in 2010. Owing to their small size (having less than 40 registered students in Primary 5 (P5)) 97 schools plus a further 20 schools with existing governance interventions were excluded. The remaining 151 schools constituted the sampling frame. The 151 schools were stratified according to the gender ratio of pupils (>60% girls, >60% boys or approximately even). 42 schools were randomly selected, proportional to the size of the stratum. All schools that were approached agreed to participate. A simple random sample of up to 130 pupils across P5, P6 and P7 was taken within each school. In schools that had fewer than 130 students in the target years, all students were invited to participate. Data was obtained from 77% of sampled students. 19% of students were absent from school during the week of data collection or for extended periods and the remaining 4% either refused, were ineligible or had a parent opt them out.

Procedure: Staff, students and parents from each participating school were notified in advance of the survey by the head teacher. Parents could choose to opt their child out of participation, but there was no requirement for full parental consent in this study. Instead, individual children provided full written consent to participate. Data was collected in private face-to-face interviews. Survey interviewers received three weeks of specialised training on violence research including how to ask questions in a non-judgemental way, preserve confidentiality and on procedures to follow if participants became distressed. In conjunction with local services, the study team also developed a comprehensive child protection plan to provide support to those that were identified to be in need of services. A trained counsellor was available for any child who requested counselling. The response of services is the subject of a separate paper.

Instruments: All survey tools and instruments were reviewed by a panel comprising teachers and *Raising Voices* staff to ensure their contextual appropriateness. They were then translated into Luganda and iteratively refined in a sample of approximately 40 children from primary schools in Kampala to ensure that they were cognitively accessible and that the meanings of original items were adequately captured. Following this, a larger sample of 697 students and 40 staff from Kampala schools were surveyed to test study procedures and the distribution of items.

The International Society for the Prevention of Child Abuse and Neglect Child Abuse Screening Tool-Child Institutional (ICAST-CI) and some items from the WHO Multi Country Study on Women's Health and Domestic Violence against Women were used to measure experiences of violence. Reliability and construct validity for the ICAST-CI were initially established in 4 countries and the instrument has since been translated into 20 languages and used extensively in multi-country research. Lifetime and past week experiences of physical, sexual, emotional violence and injuries were constructed as binary variables.

Key findings:
8.8% of boys and 7.6% of girls reported a disability. Levels of violence against both disabled and non-disabled children were extremely high. Disabled girls report slightly more physical violence (99.1% vs 94.6%, $p = 0.010$) and considerably more sexual violence (23.6% vs 12.3%, $p = 0.002$) than non-disabled girls. For disabled and non-disabled boys, levels are not statistically different. The school environment is one of the main venues at which violence is occurring, but patterns differ by sex. Risk factors for violence are similar between disabled and non-disabled students.

Figures:
Tables are provided in the report but not figures.

Limitations:
The study is cross-sectional, and causal inferences should not be drawn from the findings. The authors did not survey children who were not attending school, consequently the findings should not be considered representative of disabled children who are not attending school.
Often research including disabled children is limited by small sample sizes, making it difficult to do sex-specific analyses.

The survey contained one question assessing difficulties with functioning in multiple domains to measure disability. More detailed measures may have detected more cases of disability. Shame or stigma associated with disability could have led to under-reporting of disability. Children with disabilities are often socially isolated, have limited support networks and few friends, which can make reporting about violence more difficult. Children were not asked about the level of severity of disabilities and it is possible that children experiencing more severe difficulties were more

likely to self-identify and that milder difficulties were under-reported. Children were not asked to self-report intellectual disability. This may explain the higher percentage of children under 'other'.

The measure of emotional violence may also have underestimated the prevalence of discrimination and 'bullying' related to children's disability status. The measure included items related to maltreatment because of skin colour, gender, religion, tribe and health problems, but did not specifically mention disability. A measure including more specific items may have detected higher levels of emotional violence in disabled children.

Country:
Uganda

Are schools safe and gender equal spaces? Findings from a baseline study of School Related Gender-based Violence in five countries in Asia

ICRW (2014). Washington DC/Woking, UK: International Centre for Research on Women/Plan International. (Research Report of Promoting Equality and Safety in Schools PEASS.)
https://www.icrw.org/wp-content/uploads/2016/10/ICRW_SRGBV-Report--2015.pdf

Methodological approach:
This study used a quasi-experimental design with mixed methods of data collection to assess the magnitude and nature of SRGBV, help-seeking behaviour and response mechanisms; and establish a baseline for the evaluation of future programmes in each country.

Multiple data collection tools were developed to gather data. While developing tools, attention was given to capture country specific nuances while ensuring comparability. The common tools used across the countries included:

- Surveys with students to assess the prevalence and nature of SRGBV experienced by both girls and boys. A self-administered structured questionnaire was developed with common themes for each country. This included questions on experience of different forms of violence, perpetrators, response, consequences and differential treatment in school, among others.
- Focus Group Discussions (FGDs) with students using mapping to get information on sites which are unsafe in schools. A participatory discussion, using open-ended story was used to capture student voices on the reasons for feeling unsafe, the enablers and constraints that impact help-seeking behaviour and reporting. These were organised separately for boys and girls for the purpose of ease and comfort in sharing information and experiences.
- FGDs with students using School Equality Score (SES) card to have adolescents rate how well their school provides a safe and equal environment. Different views are discussed together in group settings, for girls and boys separately, in order to understand adolescents' perception of facilitators and barriers to safety and equality in school.
- FGDs with teachers to understand teachers' perceptions around the nature of SRGBV, the existing response mechanisms, ways to strengthen them, and the role teachers could play and the skills required for this.
- FGDs with parents to capture parents' perception around SRGBV, existence and efficacy of response mechanisms and the role parents could play to address this. Separate FGDs were conducted with mothers and fathers.

Key Informant Interviews (KIIs) with principals to assess the perceptions of SRGBV, the existence, efficacy and challenges of reporting and response mechanisms within schools and neighbouring communities to address SRGBV.Considering the perpetration of violence to be 35 percent in and around schools before the intervention, a sample size of 750 was deemed sufficient to measure a 10 percentage point change at 80 percent power, 5 percent level of significance and 1.5 design effect.

Sampling strategy: Plan Country Offices identified province, district(s) or city(ies) for the study in consultation with provincial and district authorities using two criteria – prevalence of SRGBV and feasibility of implementing a programme to address it.

Ethical considerations are discussed and steps taken to minimise potential risks are outlined. The report describes the training given to those administering the data collection. A detailed description of the data collection process is provided including: recruiting participants, consent, information given to participants.

To measure the prevalence of physical, emotional and sexual violence, questions were asked for two reference periods – life time experience of violence and violence experienced in last six months. The sites of violence include within school, the surroundings and on the way to school. The specific forms of violence included in this study are: physical, emotional and sexual violence; examples of all three of these are listed.

Students were asked questions on perpetration of violence in school and on the way to school; and against whom violence was perpetrated. In addition, a few questions were asked around the witnessing of violence and their response.

Key findings:
- Current violence (in the past 6 months) in school ranges from between 75 percent in Indonesia to 63 percent in Cambodia, with reporting in Pakistan being considerably lower at 28 percent. This could be due to the fact that both single and mixed sex schools were part of the sample in Pakistan, or that fear of blame or restrictions has impacted the reporting.
- Emotional violence, often trivialized and ignored in programming and advocacy efforts, is the highest form experienced. This is also the dominant factor that makes students feel unsafe in schools.
- Across most countries, and for most forms, the reporting of violence by boys is higher than that reported by girls.
- The prevalence of sexual violence ranges from 2 percent in Cambodia to 19 percent in Indonesia, and is reported by both boys and girls. Boys are less likely than girls to report such instances. Teachers are dismissive about the possibility of sexual abuse of boys.
- Violence in school is perpetrated both by teaching/non-teaching staff and peers. Violence by staff ranges from 19 percent in Cambodia to 49 percent in Pakistan, with significantly more boys reporting this as compared to girls.
- Violence experienced on the way to school is also high- between half to one-fifth of students reported experiencing some form of violence around/on their way to school in the last 6 months. Boys studying in the same school, and known men/boys from the neighbourhood form the two most prominent categories of perpetrators. Reporting is low, but more students report to parents than teachers for this form of violence.
- Despite high prevalence reported by the students, and the acknowledgment of some forms of violence by teachers and parents, these key adults consider the school to be

largely safe. Parents' concern is largely centred on corporal punishment; girls facing sexual violence on the way to school, and boys falling prey to bad company and risky habits.

Figures:

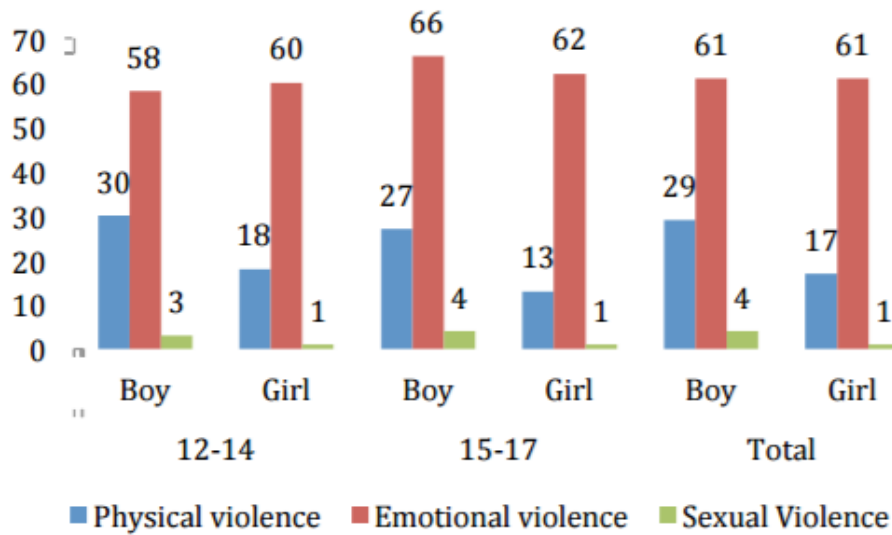Figure 10: Prevalence of violence in school in the last 6 months in Cambodia by forms:

| | Physical violence | Emotional violence | Sexual Violence |

Figure 11: The percentage of those who have ever experienced violence in school among boys in Indonesia

Physical violence 66.4%

All forms 22%

Sexual violence 29.1%

Emotional violence 82.7%
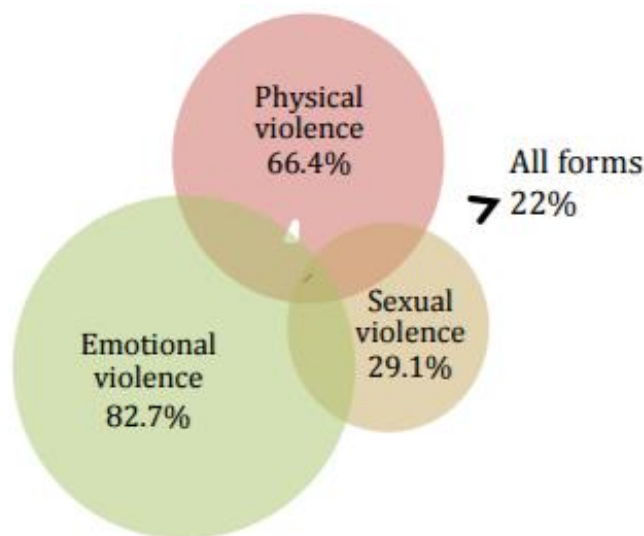
Figure 12: The percentage of those who have ever experienced violence in school among girls in Indonesia
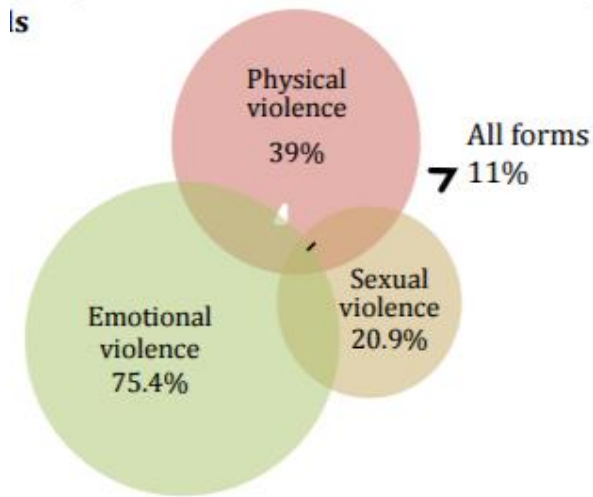
Is

Physical violence
39%

All forms
11%

Emotional violence
75.4%

Sexual violence
20.9%

Figure 13: Proportion of students in Indonesia who reported experiencing violence in school in the last 6 months

100
81
70
73
66
52
50
31
21
17
0

Any form   Emotional   Physical   Sexual
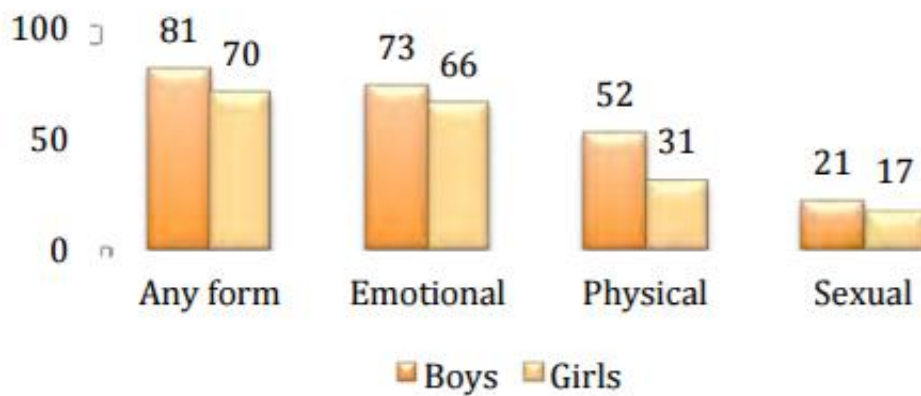
Boys   Girls

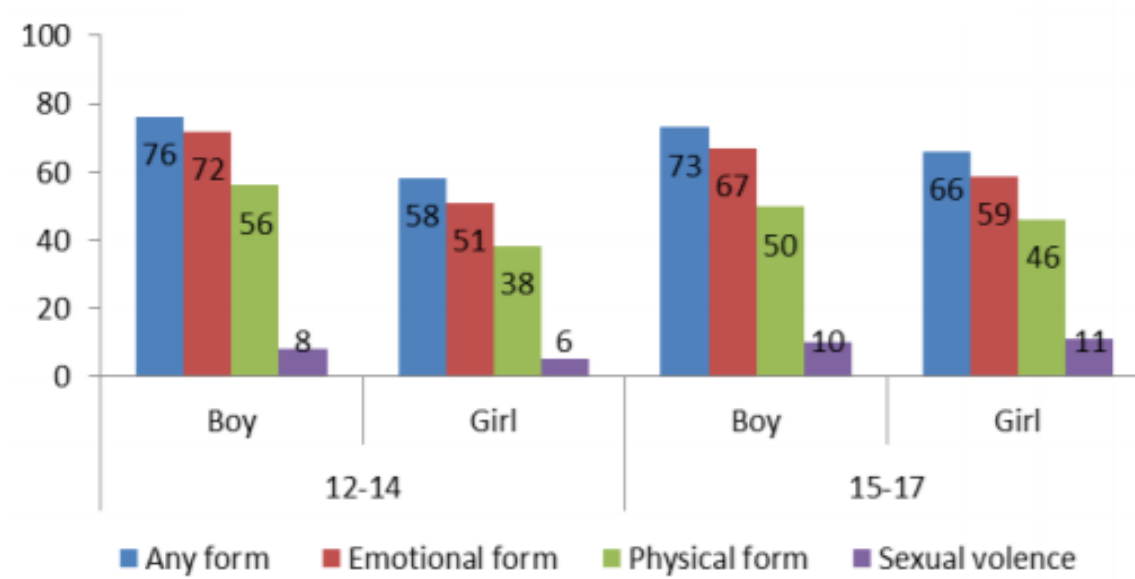Figure 14: Prevalence of violence in school in the last 6 months in Nepal

Figure 15: Experience of violence, ever, in school – Boys, Pakistan
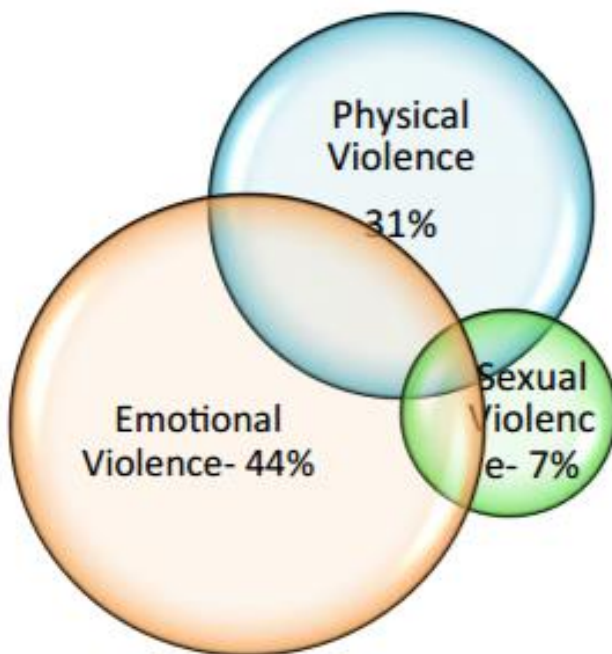
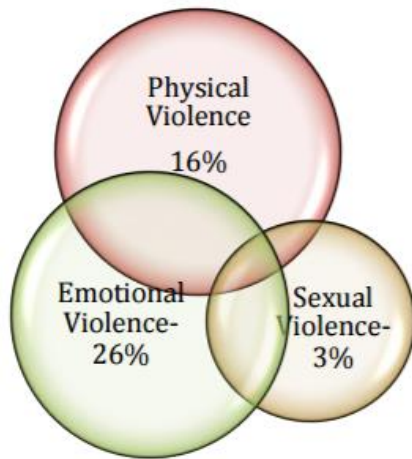Figure 16: Experience of violence, ever, in school – Girls, Pakistan

Figure 17: Prevalence of violence in school in the last 6 months by forms, Pakistan
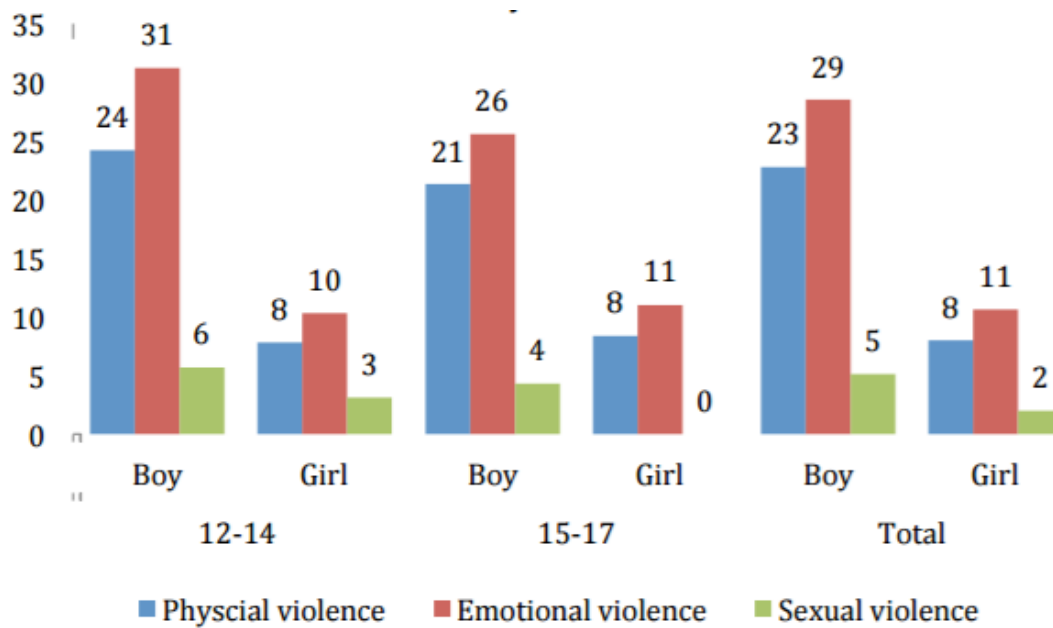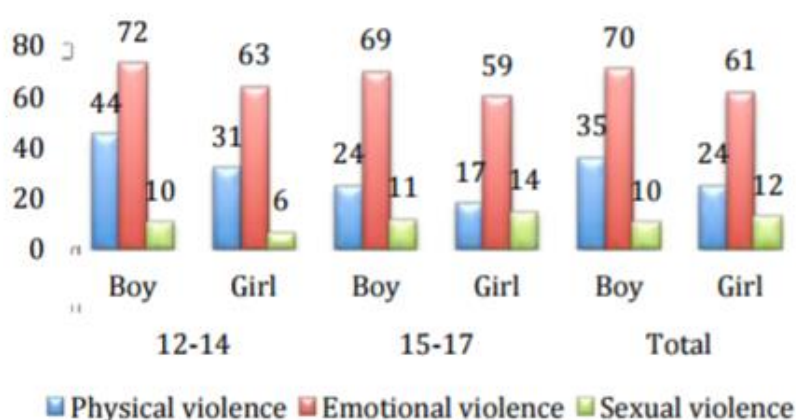
Figure 18: Prevalence of violence in school in the last six months, Vietnam

Figure 18: Prevalence of violence in school in the last six months, Vietnam

Limitations of study:

As data was collected from 30 schools, which are representing only a small geographical area, its generalisability is limited. Even as the data is presented by country in this report; it does not represent the national scenario in each of the countries as data collection was restricted to only a few, cities, districts or provinces. Schools included in the study sample were those that were selected in consultation with the education authorities, and are thus not representative of the various kinds of schools (such as private, faith based) in the country.

Though self-administered questionnaires have several advantages; the literacy and comprehension level of respondents does affect quality of data. Drawing from the experience of having done similar surveys, the report highlighted that attention was paid to the following: developing a questionnaire that was clear, with reader friendly language, having a team of 3–4 members present in the school during the survey where they gave clear instruction in the beginning; clarifying questions as required and reviewing every questionnaire immediately after students had completed it.

Discussions on gender and violence can be difficult in certain situations and contexts for both children and adults. For example, in Pakistan, many teachers were highly resistant to allow the study in their school. This could have made students highly apprehensive. Thus, despite carefully designed tools, and meeting with schools prior to the study, the possibility that these factors could have also influenced the responses cannot be ruled out. Teachers, in several instances, were reported to have been uncomfortable while talking about corporal punishment.

In-depth interviews were not conducted with students, teachers or parents, to allow for narratives or insights into individual experiences.

Whilst the same tools were used to collect data in all countries, the varying capacities of data collection teams and contexts affected the quality of data. It is also noted that research with children on sensitive issues, and specifically on SRGBV has been limited in these countries, and hence research capacities are also limited. This coupled with the demands of time and resources made data collection in some countries arduous and affected the richness of the qualitative data.

Countries/regions:
South and South-east Asia: Cambodia, Indonesia, Nepal, Pakistan, and Vietnam.

Stop Violence Against Girls in School: A Cross-country analysis of change in Kenya, Ghana and Mozambique
ActionAid (2013).
http://www.actionaid.org/sites/files/actionaid/svags_review_final.pdf

Methodological approach:
The endline study uses a mixed methodology, and brings together the baseline, longitudinal study and monitoring and evaluation (M&E) of the project into an end point. Therefore it incorporates aspects of all these data collection activities into its design. Quantitative tools were designed to be consistent with the baseline and M&E system in order to measure change reliably. The endline research also comprises the final wave of the qualitative longitudinal study, for which researchers had met with girls and other participants at six monthly intervals since October 2011 (four periods of data collection). The study was carried out in a sub-sample of four schools per country. The endline study also included some further qualitative data collected in all project schools.

For the quantitative instruments with pupils, sample selection was random using school registers. For the qualitative component, there were some differences in the approach, which used the sampling method developed for the longitudinal study. A research protocol was used to ensure high standards of ethical conduct and rigour (this appears in an appendix to the report).

Research teams were recruited to reflect the gender and language mix of the research participants. Experience in conducting research with children and especially girls, knowledge of the communities, and ability to conduct sensitive and ethical research were key considerations in selection of researchers and research assistants. Training was provided to researchers.

Key finding:

- 83% of girls in Ghana, 90% of girls in Kenya and 80% of girls in Mozambique reported that they had experienced some forms of violence in the past 12 months.

Figures:

Figure 19: Percentage of girls that had experienced violence in the past 12 months in 2013
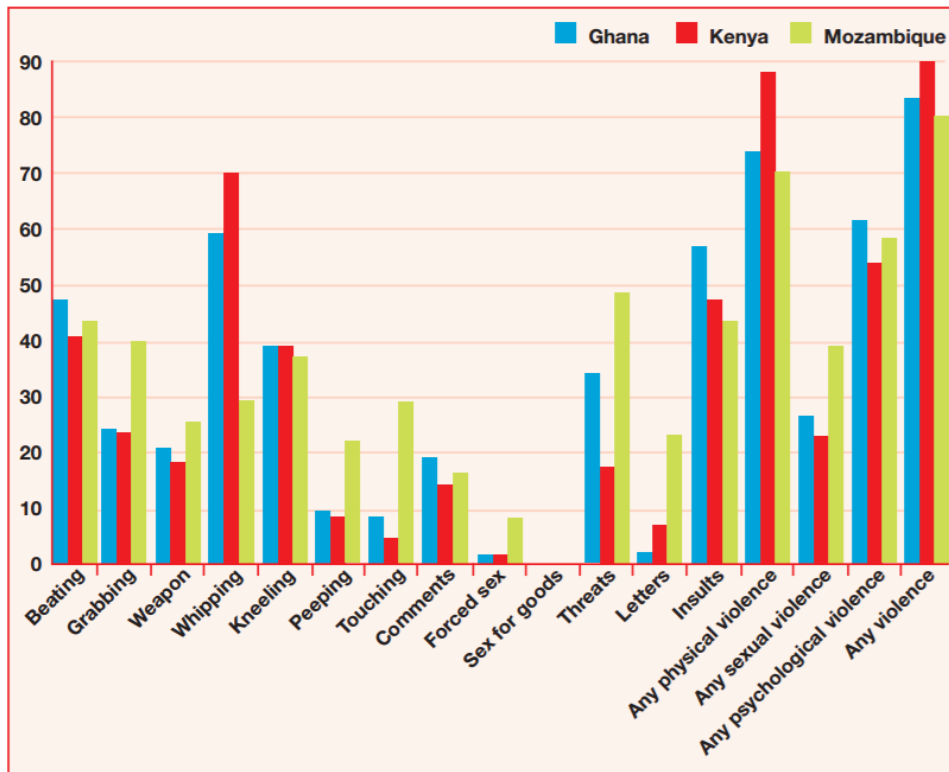

Figure 20: Percentage of girls experiencing physical violence in the past 12 months
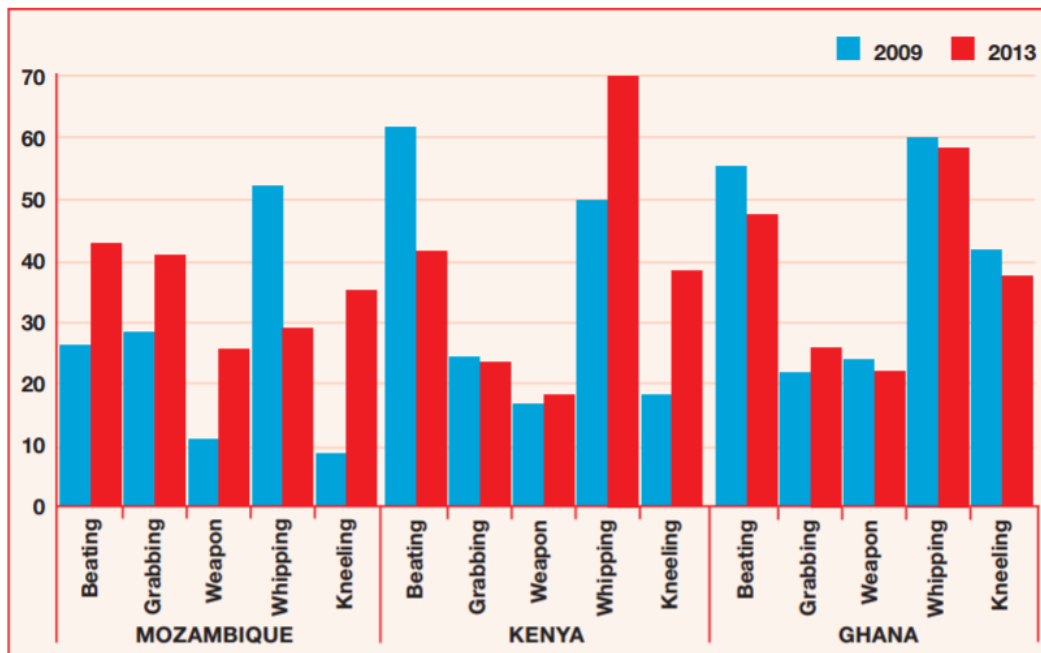
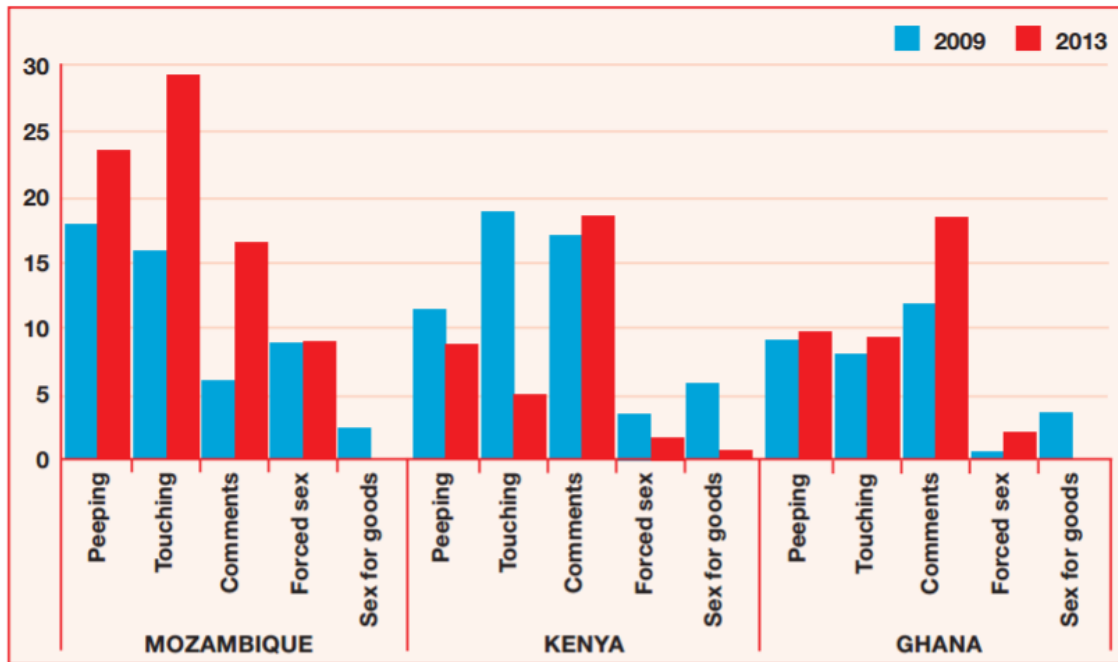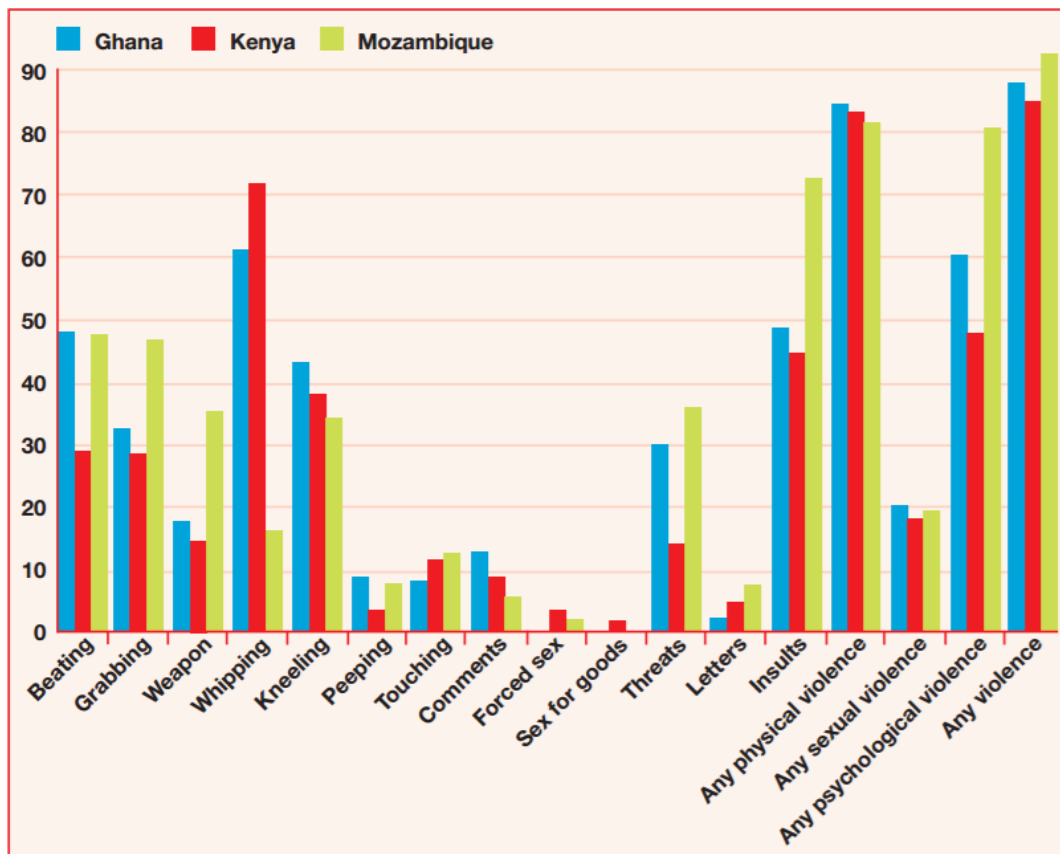Figure 21: Percentage of girls experiencing sexual violence in the past 12 months

Figure 22: Percentage of boys saying they had experienced violence in the past 12 months in 2013

Limitations:
While the research design during the baseline study was constructed to gather data sensitively, researchers anticipated that violence would be underreported, since data was collected at one point in time, without time for researchers to gain trust and familiarity. This was a particular issue in Mozambique, where the research assistants were university students, and not from the local district.

The project operated in specific locations in each country, and caution should be taken in generalising from these findings. The project did not operate in identical ways in the three countries, since while the overall goals were the same, the interventions were tailored to local contexts, so considerable caution is needed in comparisons between countries and this is why the analysis was done separately for each country context.

Poor record keeping by schools and local government authorities posed a significant challenge to the research. Often in schools data was missing, for example on rates of attendance or progression, and records kept by district education offices, police.

Countries:
Sub-Saharan Africa: Ghana, Kenya, Mozambique.

Patterns and predictors of violence against children in Uganda: a latent class analysis

Clarke, K., Patalay, P., Allen, E., Knight, L., Naker, D., & Devries, K. (2016). BMJ open, 6(5), e010443.
http://bmjopen.bmj.com/content/6/5/e010443

Methodological approach:
Baseline survey data was used from the Good Schools Study. This study was a cluster-randomised controlled trial of the Good School Toolkit, an intervention developed by Raising Voices, a Ugandan non-profit organisation. The intervention used a whole school approach and was designed to reduce violence from staff to students and also between students. The primary outcome was physical violence against children by school staff. The baseline survey took place in June and July 2012, in Luwero District, in the Central Region of Uganda.

Children were sampled through primary schools. Schools were stratified based on the gender ratio of students as follows: 13 schools with >60% girls; 14 schools with >60% boys; and 124 schools with approximately equal numbers of girls and boys. 42 schools were randomly selected, proportional to the size of the stratum. From each school, 130 students were randomly sampled from primary 5, 6 and 7, and invited to participate in the survey.

Consent and child protection procedures were in place. Head teachers at each participating school informed staff, students and parents about the study. Parents of children were notified at participating schools about the study in several different ways. Children were allowed to provide consent, rather than assent, because: (1) it was possible to obtain informed consent using a consent form containing a simple description of the study procedure; (2) parents were given the opportunity to opt their children out of the study; and (3) the consent procedure was approved by two independent ethics committees. If children were unable to provide informed consent (eg, they had a disability that meant they could not read the consent form or hear it read aloud, or

they did not understand the study procedures described), they were automatically excluded from the study. A child protection plan was developed and implemented to support and link vulnerable children with appropriate services. A trained counsellor was available to any child requesting counselling.

To screen for physical, sexual and emotional violence, researchers used the International Society for the Prevention of Child Abuse and Neglect Child Abuse Screening Tool-Child Institutional with additional items from the WHO Multi Country Study on Women's Health and Domestic Violence against Women.

Key findings:
Three violence classes were identified. Class 1 (N=696 18.8%) was characterised by emotional and physical violence by parents and relatives, and sexual and emotional abuse by boyfriends, girlfriends and unrelated adults outside school. Class 2 (N=975 26.3%) was characterised by physical, emotional and sexual violence by peers (male and female students). Children in Classes 1 and 2 also had a high probability of exposure to emotional and physical violence by school staff. Class 3 (N=2035 54.9%) was characterised by physical violence by school staff and a lower probability of all other forms of violence compared to Classes 1 and 2. Children in Classes 1 and 2 were more likely to have worked for money (Class 1 Relative Risk Ratio 1.97, 95% CI 1.54 to 2.51; Class 2 1.55, 1.29 to 1.86), been absent from school in the previous week (Class 1 1.31, 1.02 to 1.67; Class 2 1.34, 1.10 to 1.63) and to have more mental health difficulties (Class 1 1.09, 1.07 to 1.11; Class 2 1.11, 1.09 to 1.13) compared to children in Class 3. Female sex (3.44, 2.48 to 4.78) and number of children sharing a sleeping area predicted being in Class 1.

Limitations:
This study uses survey data from a large representative sample of primary school children in Uganda, however, results should not be generalised to those outside this group. Some children may not have felt comfortable disclosing exposure to sexual violence, possibly due to fear or embarrassment associated with these experiences. Owing to the cross-sectional nature of the survey data, the study was unable to establish causal relationships between violence exposures and predictors, including mental health.

Country:
Uganda

Bullying targeting secondary school students who are or are perceived to be transgender or same-sex attracted: Types, prevalence, impact, motivation and preventive measures in 5 provinces of Thailand

UNESCO (2014).
http://unesdoc.unesco.org/images/0022/002275/227518e.pdf

Methodological approach:
Mixed qualitative/quantitative methods were used. One province in each of Thailand's four major regions (Central, Northeastern, Northern and Southern) were included, as well as the capital city Bangkok were selected as study sites. In each province, qualitative data was collected in three general, non-vocational secondary schools and quantitative data in an additional three secondary schools. Two of these schools in each selected province were private schools in central areas of

the province, two were state schools in central areas, and a further two were state schools in peripheral areas of the selected province. The provinces and schools for qualitative data collection were purposively selected. The schools for the quantitative data collection were randomly chosen through a multistage cluster sampling process. Data collection methods and participants: The study was reviewed and approved by the institutional review board (IRB) at the Faculty of Social Sciences and Humanities, Mahidol University. All data was collected within the participating schools when convenient, with consideration for the privacy of the participants. Participants were briefed of the objectives and process of the study, and informed consent was obtained. Qualitative data were collected through 67 focus group discussions (FGDs) and 56 in-depth interviews (IDIs) with LGBT and non-LGBT students, teachers and administrators. Quantitative data was collected using a custom-built, self-administered computerised survey that was administered in the presence of the research team to 2,070 randomly selected students.

Key findings:
Overall, 55.7 per cent of self-identified LGBT students reported having been bullied within the past month because they were LGBT. Nearly one-third of self-identified LGBT students (30.9%) experienced physical abuse, 29.3% reported verbal abuse, 36.2% stated social abuse, and 24.4% reported being victims of sexual harassment specifically because they were LGBT. Even among students who did not indicate they were LGBT, 24.5% reported having been bullied in some way because they were perceived to be transgender or attracted to the same sex. Overall, only one-third of those who were bullied because they were or were perceived to be LGBT did something in response to such incidents – for example, consulted their friends, fought back, or told a teacher.

Limitations:
Drawing causal inferences (i.e. that these negative outcomes are caused by LGBT-themed teasing or bullying) is not possible due to the cross-sectional rather than longitudinal methodology of the study.

Country:
Thailand

School-Related Gender Based Violence (SRGBV) in Lebanon
Mansour, Z. and Karam, S. (2012). Beirut, UNESCO Regional Bureau for Education in the Arab States.
http://unesdoc.unesco.org/images/0021/002196/219623e.pdf

Methodological approach:
The methodology adopted in the study was a cross-sectional design, using both quantitative and qualitative approaches. The quantitative approach followed structured questionnaires targeting school students (12-18 years old) and university students (18-24 years old). Whereas the qualitative approach used Focus Group Discussions (FGDs), in-depth interviews and semi-structured interviews targeting children and youth aged 5 to 11 years old, stakeholders, school directors, teachers, health coordinators, and parents.

The report gives a detailed description of how target groups were sampled, the sampling frame, recruitment of schools, parental consent, training of fieldworkers, and tools.

Key findings:

The main findings of this survey showed that in case any form of violence occurred within schools and universities, most of the time it was not gender specific. All forms of violence were expressed in schools and universities, psychological and moral harm being the most common form of violence followed by physical violence. As for sexual violence, it was rarely mentioned by students. From those who reported being sexually abused the majority were females.

Figures:

Figure 23: Most frequent form(s) of school related violence among peers among private school students
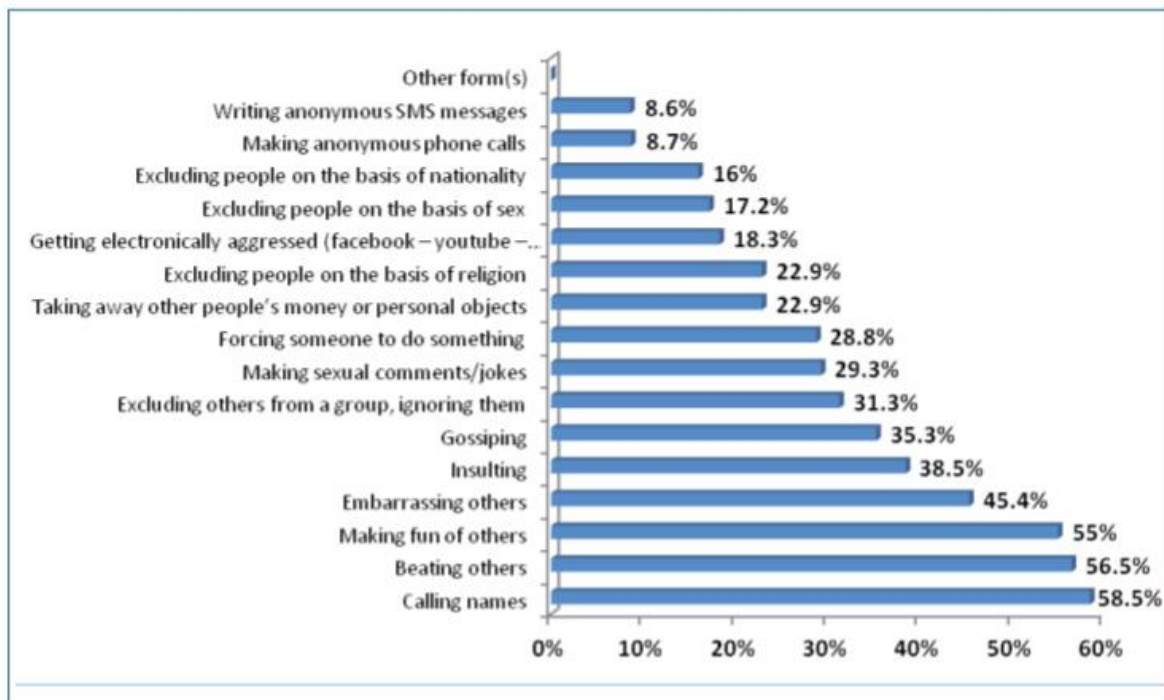
Figure 24: Students reported as perpetrators of physical harm at school among private school students
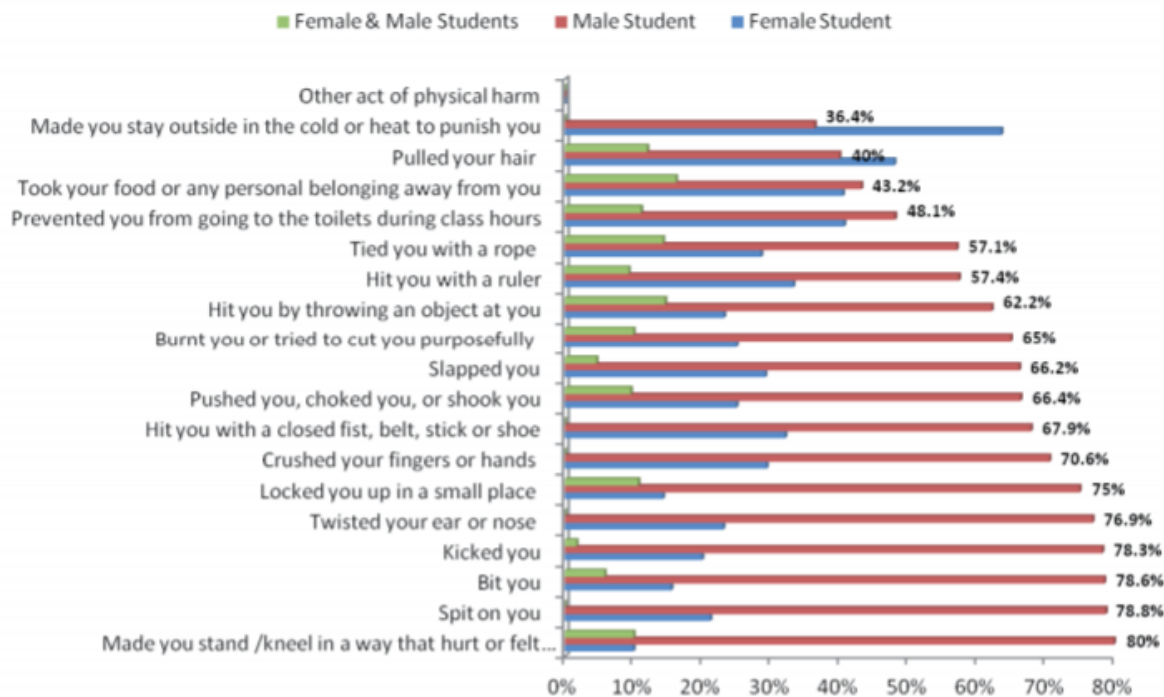

Female & Male Students ■ **Male Student** ■ **Female Student**

Category	Value
Other act of physical harm	
Made you stay outside in the cold or heat to punish you	36.4%
Pulled your hair	40%
Took your food or any personal belonging away from you	43.2%
Prevented you from going to the toilets during class hours	48.1%
Tied you with a rope	57.1%
Hit you with a ruler	57.4%
Hit you by throwing an object at you	62.2%
Burnt you or tried to cut you purposefully	65%
Slapped you	66.2%
Pushed you, choked you, or shook you	66.4%
Hit you with a closed fist, belt, stick or shoe	67.9%
Crushed your fingers or hands	70.6%
Locked you up in a small place	75%
Twisted your ear or nose	76.9%
Kicked you	78.3%
Bit you	78.6%
Spit on you	78.8%
Made you stand /kneel in a way that hurt or felt…	80%

Figure 25: Adults reported as perpetrators of psychological and moral harm at school among private school students

Female & Male Adults ■ **Male Adult** ■ **Female Adult**

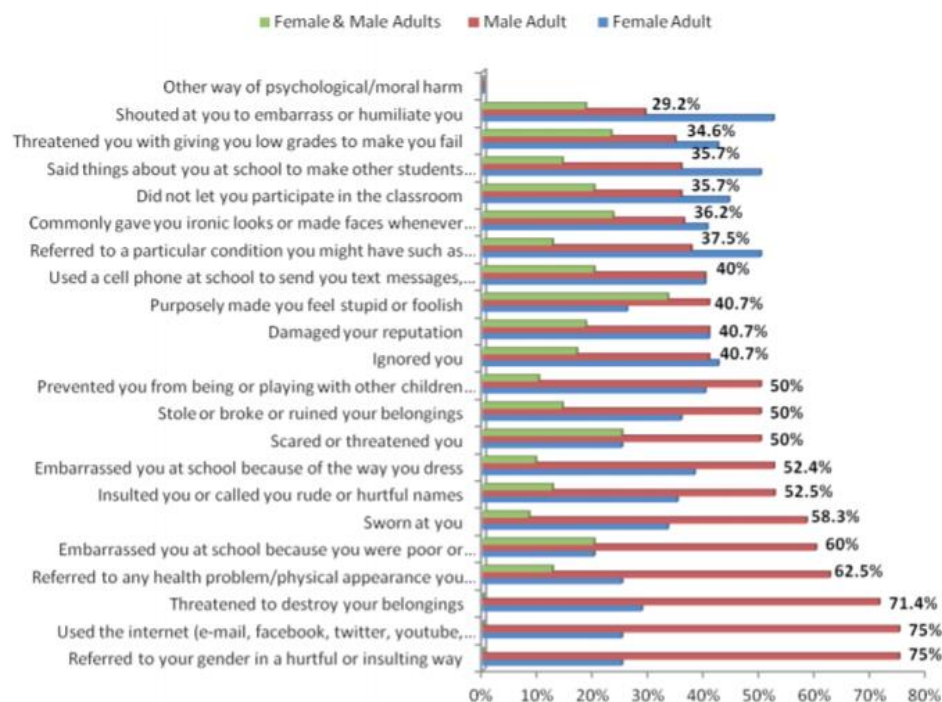| Category	Value
Other way of psychological/moral harm	
Shouted at you to embarrass or humiliate you	29.2%
Threatened you with giving you low grades to make you fail	34.6%
Said things about you at school to make other students…	35.7%
Did not let you participate in the classroom	35.7%
Commonly gave you ironic looks or made faces whenever…	36.2%
Referred to a particular condition you might have such as…	37.5%
Used a cell phone at school to send you text messages,…	40%
Purposely made you feel stupid or foolish	40.7%
Damaged your reputation	40.7%
Ignored you	40.7%
Prevented you from being or playing with other children…	50%
Stole or broke or ruined your belongings	50%
Scared or threatened you	50%
Embarrassed you at school because of the way you dress	52.4%
Insulted you or called you rude or hurtful names	52.5%
Sworn at you	58.3%
Embarrassed you at school because you were poor or…	60%
Referred to any health problem/physical appearance you…	62.5%
Threatened to destroy your belongings	71.4%
Used the internet (e-mail, facebook, twitter, youtube,…	75%
Referred to your gender in a hurtful or insulting way	75%

Figure 26: Students reported as perpetrators of psychological and moral harm at school among private school students
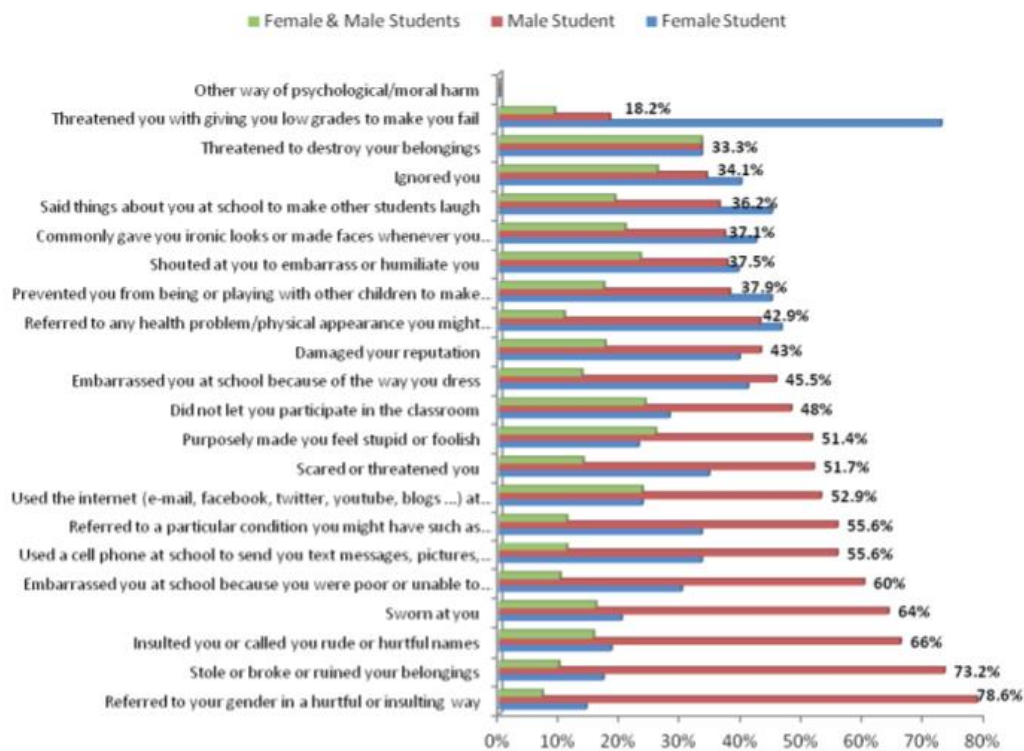

Figure 27: Frequency of sexual harm/harassment estimated by private school students
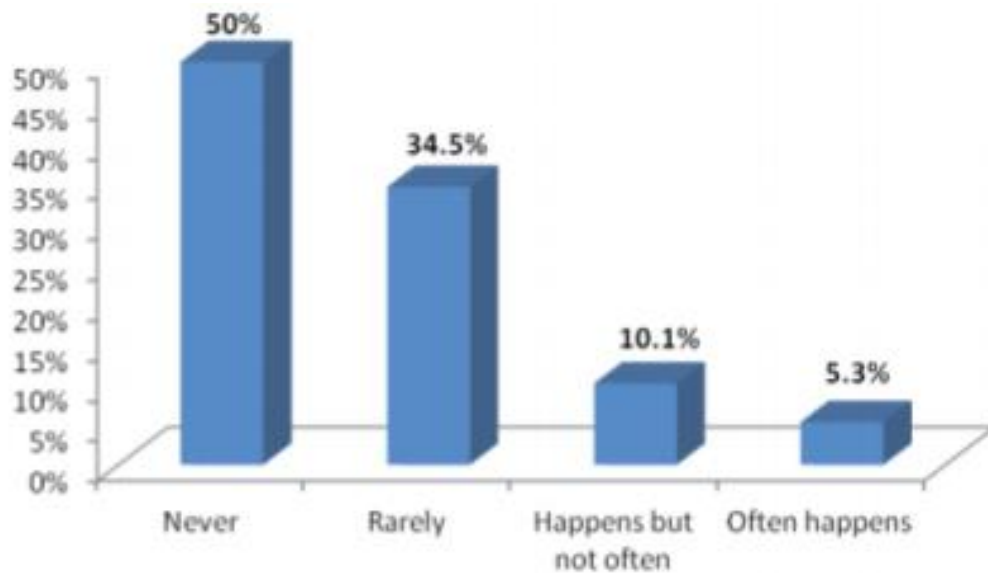
Figure 28: Frequency of sexual harm/ harassment experienced by private school students

Figure 29: Most frequent form(s) of school related violence among peers among public school students
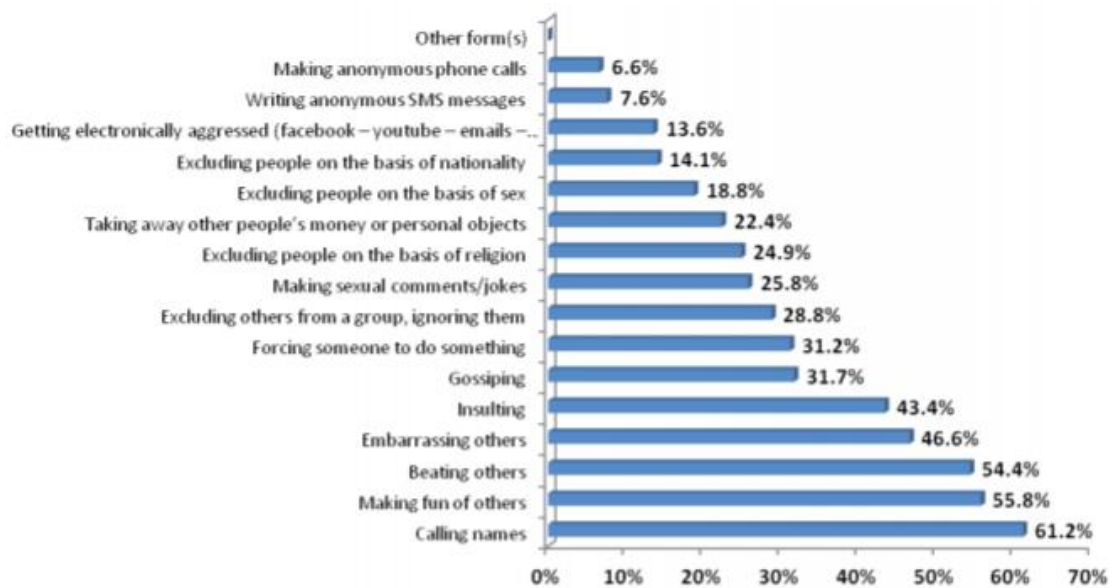
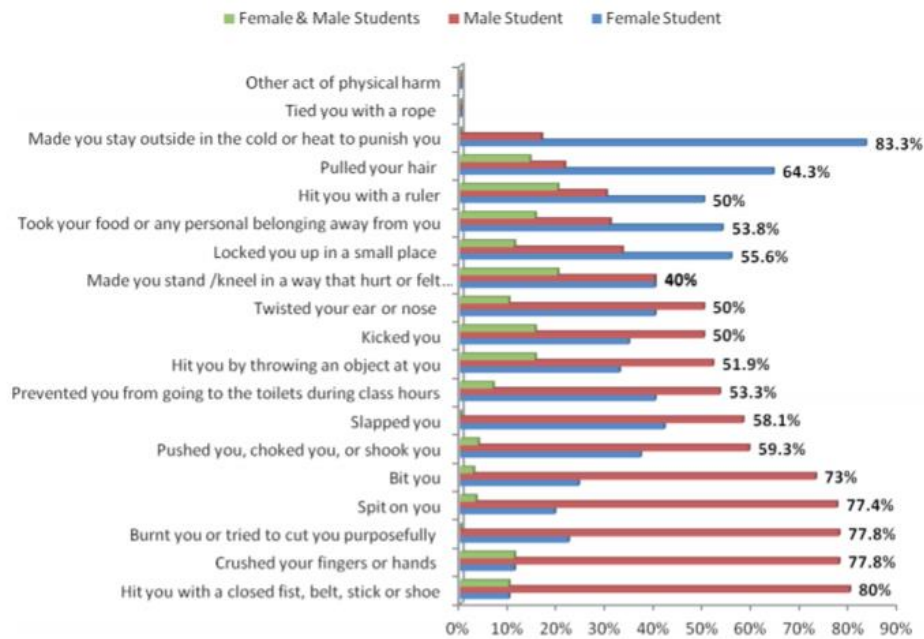Figure 30: Students reported as perpetrators of physical harm at school among public school students

Figure 31: Adults reported as perpetrators of psychological and moral harm at school among public school students
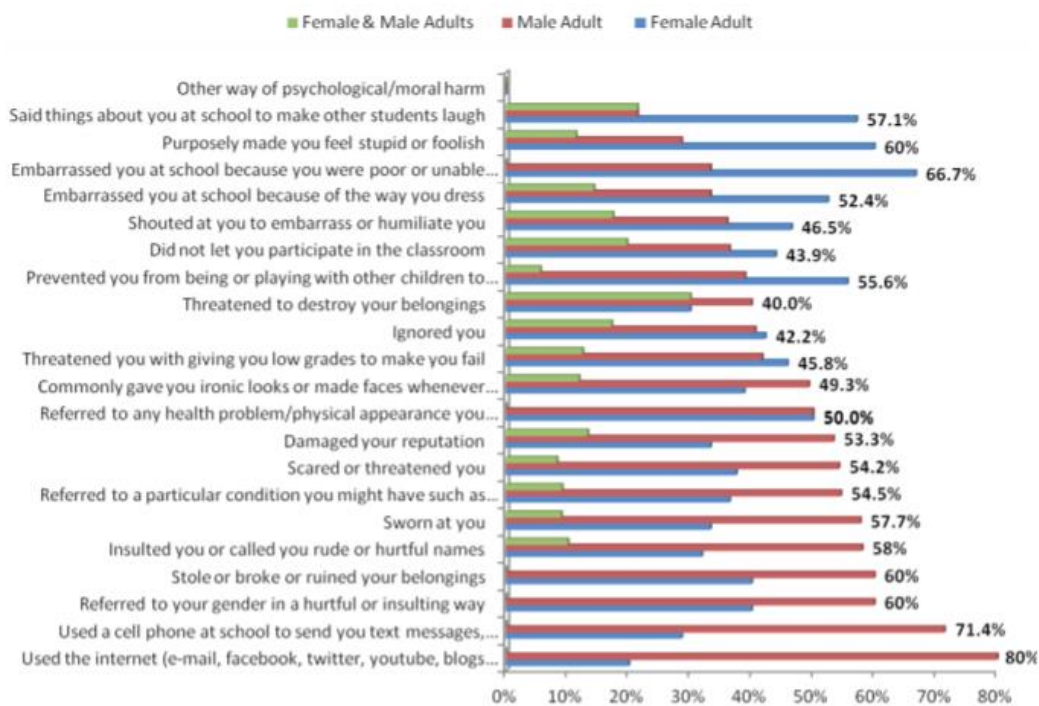
Figure 32: Students reported as perpetrators of psychological and moral harm at school among public school students
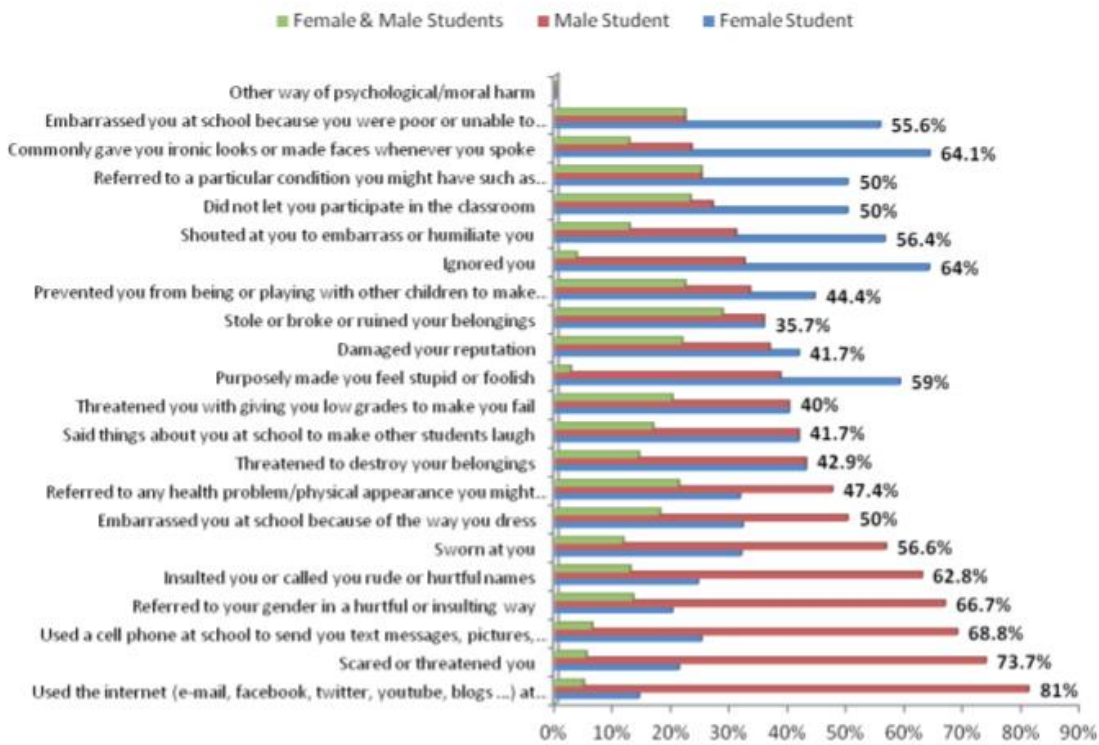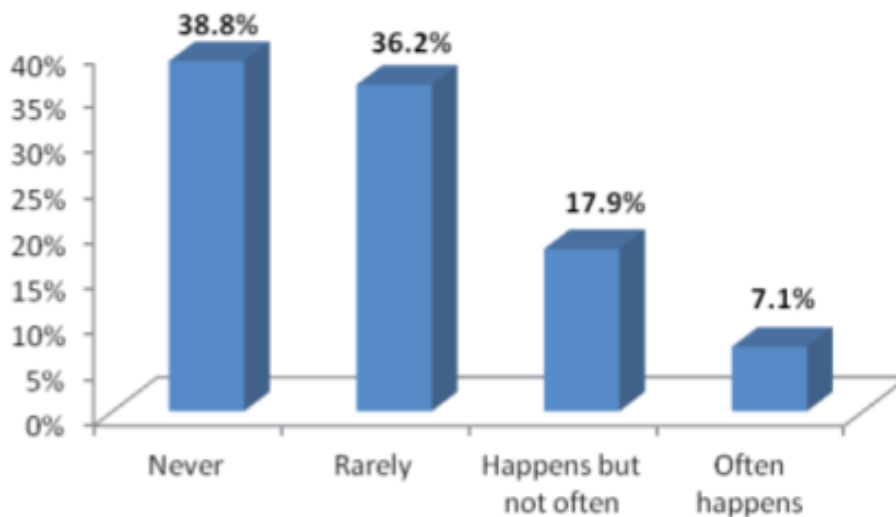

Figure 33: Frequency of sexual harm/harassment estimated by public school students

3. Data on violence in schools from reviews

School violence and bullying. Global status report.
UNESCO. (2017).
http://unesdoc.unesco.org/images/0024/002469/246970e.pdf

Measurement approach:

This report aims to provide an overview of the most up-to-date available data on the nature, extent and impact of school violence and bullying and initiatives to address the problem. The report draws primarily on reports published by the Office of the Special Representative of the UN Secretary-General on Violence against Children and reviews of available data produced by UNESCO, UNICEF, World Health Organization (WHO) amongst others.

Key findings:

N.B. Some of these conclusions below are global rather than region specific.

- Some available data suggests that boys are more likely to perpetrate and experience physical violence and girls are more likely to perpetrate and experience psychological violence.
- There is evidence that girls are more likely to experience sexual violence.
- Boys appear to be more likely to experience corporal punishment, or more severe corporal punishment in school, although girls are not immune.
- The Young Lives project found that boys were at a significantly greater risk of physical and verbal bullying, while girls experienced indirect and relational bullying at higher rates.
- The Global School-based Student Health Survey (GSHS), which collects data from those aged 11, 13 and 15 years, suggests that, in some countries, the prevalence of bullying declines between the ages of 11 and 15 years, but in other countries the opposite is the case.
- In the 2016 UNICEF U-Report/Special Representative of the Secretary-General (SRSG)-Violence against children (VAC) opinion poll, to which 100,000 young people in 18 countries responded, two-thirds reported that they had been the victim of bullying.
- Research conducted between 2003 and 2005 in a number of developing countries for the GSHS found a wide variation in national experiences: in China, 17% of girls and 23% of boys aged 13-15 reported having been bullied in the previous 30 days but in Zambia these figures were 67% for girls and 63% for boys.
- In a UNESCO study in 2006 in 16 Latin American and Caribbean countries, based on data from around 91,000 students aged 10-14, 51% overall reported experiencing some type of bullying in the last month, with national figures ranging from 13% in Cuba to 63% in Colombia. Being robbed was the most commonly reported experience, followed by being insulted or threatened.
- In a survey in Kenya of Nairobi public schools, between 63% and 82% of students reported various types of bullying, while a survey in South Africa found that more than half of respondents had experienced bullying once or twice in the last month.
- A UNESCO evidence review found that the proportion of Lesbian, Gay, Bisexual or Transgender (LGBT) students experiencing school violence and bullying ranged from 16% in Nepal to 85% in the USA and the prevalence of violence was higher among LGBT students than among their non-LGBT peers.

- Although in most countries, boys are more likely to report being physically attacked at school than girls, in a 2012 nationally representative survey of secondary school students in South Africa, cited in the UNICEF 2014 report, around 6% of both boys and girls reported being physically attacked or hurt at school in the past year. In addition, 22% reported being threatened or robbed or assaulted at school.

Figures:
Figure 34: Proportion of adolescent girls reporting that teachers are perpetrators of physical violence
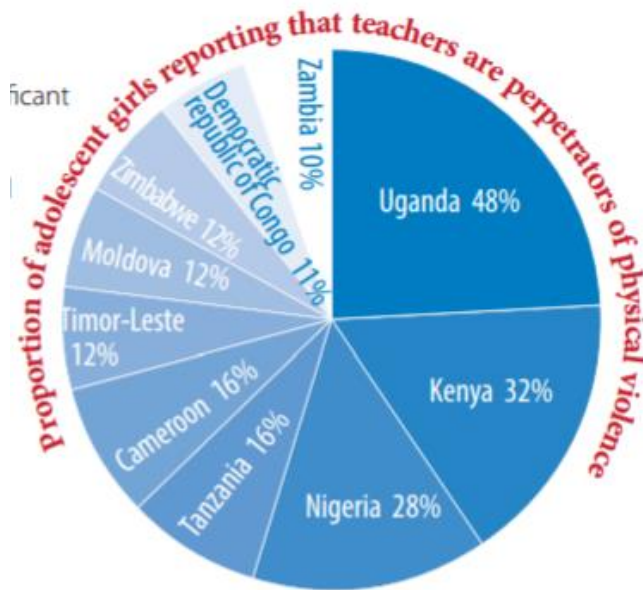
Limitations:
The following were noted as key challenges: Limited data on the causes, nature, scale and impact of school violence and bullying, lack of standard definitions and indicators, lack of comprehensive data collection, and under-reporting of school violence and bullying.

Significant gaps in available data and evidence reflects a number of challenges including:

- Lack of standard global definitions, for example, on what constitutes bullying.
- Low priority given to data collection on school violence and bullying, especially in countries with limited education sector resources, and some types of violence are better tracked than others.
- School violence and bullying is often under-reported, so available information is limited and incomplete.
- Lack of comparable data, for example, existing surveys cover different age groups and measure different behaviours and different time periods, e.g. being bullied in the past year, past 2 months, past 30 days.
- Lack of disaggregated data, by gender, age, disability and other characteristics.
- Lack of evaluation of interventions to determine effectiveness and modifications required to improve effectiveness.

These challenges make it difficult to estimate global prevalence or trends, or to generate precise, consistent and representative assessments. Some efforts are being made to address this. For

example, UNICEF is promoting a global bullying database using recent data on its prevalence among 11-15-year olds from six survey programmes covering 145 countries. The database will enable analysis of the prevalence of bullying by age and sex, show how prevalence rates are affected by the different definitions used by the survey programmes, and contribute to the process of developing internationally agreed indicators to measure bullying and cyberbullying. However, there is an urgent need for agreed, standardised indicators and for effective mechanisms and tools to improve measurement and monitoring of school violence and bullying and future responses.

Countries/regions:
Global.

From insult to inclusion. Asia-Pacific report on bullying, violence and discrimination on the basis of sexual orientation and gender identity.

Humphries, K. and Sass, J. (2015). UNESCO.
http://unesdoc.unesco.org/images/0023/002354/235414e.pdf

Measurement approaches:
This review was primarily desk-based, drawing on published and unpublished reports, peer-reviewed literature and media reports from nearly 40 countries in the Asia-Pacific region. It also draws on information from individuals from NGOs and governments in many countries, including stakeholders participating in the February 2015 Regional Dialogue on Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) Rights and Health in the Asia-Pacific hosted by the UNDP.

Key findings, Asia Pacific:

- The majority of LGBT students report having experienced some form of bullying or violence.
- Verbal bullying is the most commonly reported form in many studies. Social bullying such as exclusion also appear to be prevalent; followed by physical bullying and sexual harassment.
- The forms reported of bullying are also highly gendered. Young gay, bisexual, gender non-conforming men and transgender students (both male-to-female and female-to-male) report a higher level of victimization for almost every type of bullying and especially physical bullying.
- Some studies suggest that lesbian, bisexual and transgender women and girls may face further normalisation or minimisation of violence due to gender discrimination and the lower status accorded to women and girls in some settings.

Key findings, LMIC:
- In the **China** 2012 survey, of 421 same-sex attracted and gender diverse students, 77% of respondents reported being victim to at least one of type of bullying based on their sexual orientation and gender identity. Of those reporting bullying, 44% reported verbal abuse, 22% had rumours of information spread about them, 21% were ignored, 10% had some type of physical assault or incident, 7.6% had been sexually assaulted and 5% had been blackmailed and/or extorted.

- A survey in **Mongolia**, 2013, found a quarter of LGBT respondents indicated they had experienced discrimination in school and 6.7% said they had been physically assaulted because of their perceived sexual orientation or gender identity.
- A study in **Nepal** included 1,178 sexually and gender diverse respondents. Only 17% of respondents reported verbal harassment and 3% reporting physical harassment at school.
- A 2005 study in **Bangladesh** and **India** found that half of men who have sex with men respondents had experienced harassment and violence by teachers and classmates, and that treatment reduced their ability to continue with their education.
- A survey in **Thailand** found over half (56%) of LGBT youth in the study reported having been bullied within the past month; nearly a third experienced physical abuse (31%) and verbal abuse (29%); and almost one quarter (24%) reported that they had been victims of sexual harassment. Among students that did not identify as LGBT, 25% reported being bullied because they were perceived to be transgender or same-sex attracted.
- A 2014 survey in **Vietnam** found nearly half (44%) of the LGBT students surveyed rated stigma at school as serious. A 2012 survey found verbal bullying was the most common form of violence reported and often related to being called nicknames (75%).
- In **Cambodia**, discrimination in schools was reported by 52% of the 149 lesbian, gay and male-to-female transgender respondents in a 2012 study.
- In the **Philippines**, studies suggest that verbal bullying, including name-calling, against transgender students is common but limited data could be found to substantiate this.

Figures:

Figure 35: Levels of school bullying and violence reported by LGBT learners in studies across Asia-Pacific (%)
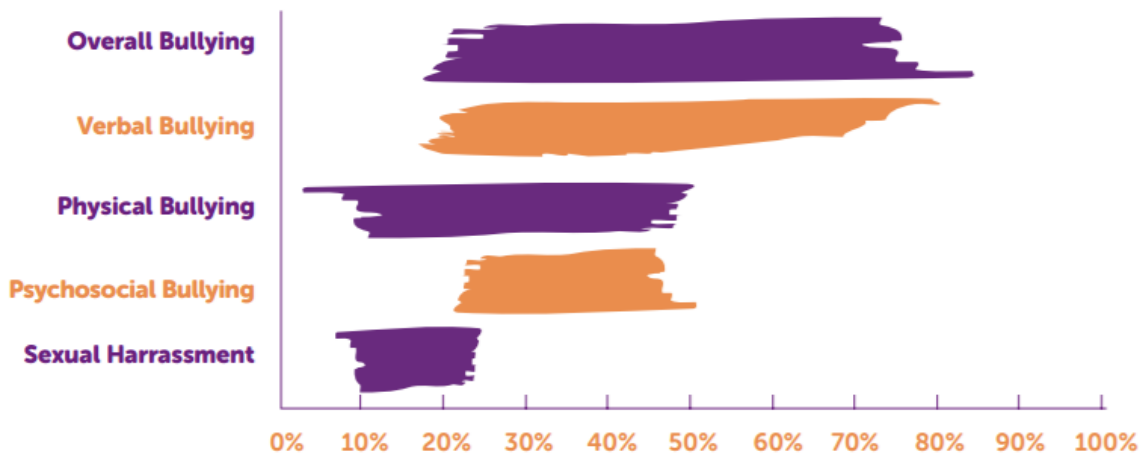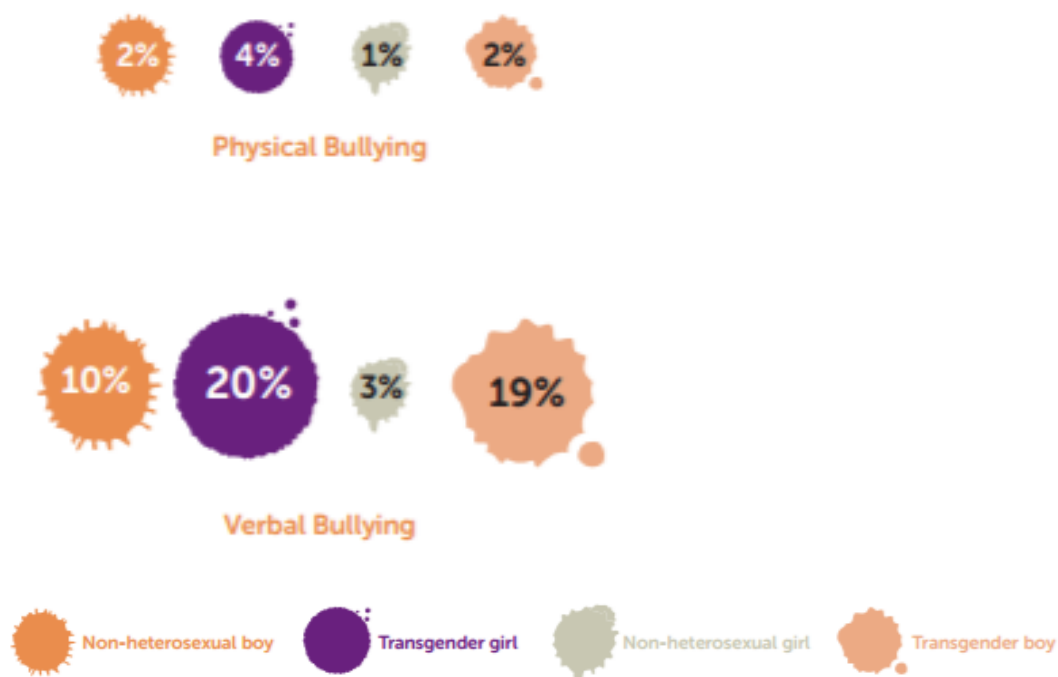
Figure 36: Levels of school bullying and violence reported by LGBT learners, in select countries (%)

	Australia	China	Hong Kong SAR	Japan	Rep. of Korea	Thailand	Viet Nam
Overall Bullying	69%	77%		68%	80%	56%	46%
Verbal Bullying	61%	44%	42%	53%	29%	29%	70%
Physical Bullying	18%	10%	14%	20%	5%	31%	19%
Psychosocial Bullying	39%	21%	40%	49%	31%	36%	18%
Sexual Harrassment		8%	14%	11%	7%	24%	18%

Figure 37: Levels of school bullying by LGBT learners, by population, in Nepal (%)

2%　4%　1%　2%

Physical Bullying

10%　20%　3%　19%

Verbal Bullying

Non-heterosexual boy　Transgender girl　Non-heterosexual girl　Transgender boy

Limitations:
Considering the limitations of data on violence against children more broadly, it is perhaps unsurprising that no comprehensive picture can be provided of sexual orientation and gender identity (SOGIE)-based bullying, violence and discrimination in Asia-Pacific schools. The research that is available is generally collected by universities, research institutions and NGOs through targeted studies as opposed to through regular systematic data collection by

governments and schools. Very little data is collected in schools themselves, and there is little data on young adolescents (aged 10-14 years) despite recent longitudinal research from other settings that suggests that peer victimisation of lesbian, gay and bisexual youth begins at an early age. Many reports present the findings for LGBT populations together in the analysis, although each of these populations has unique challenges and concerns.

Suggestions on improving data collection in this area are made. Very little data could be identified for South Asia, including several countries (Afghanistan, Bhutan, Maldives, Pakistan and Sri Lanka) for which no data could be found. No studies from Brunei Darussalam, Lao PDR, Myanmar or Singapore were found.

Countries/regions covered:
Asia-Pacific. Data from low- and middle income countries: China, Mongolia, India, Nepal, Cambodia, Malaysia, the Philippines, Thailand, Vietnam.

School-related Gender-Based Violence in the Asia-Pacific Region
UNESCO (2014). Bangkok, UNESCO.
http://unesdoc.unesco.org/images/0022/002267/226754E.pdf

Methodological approach:
The research drew primarily on a desk-based review of published and unpublished literature and programme documentation on the causes, nature and manifestation, scale and consequences of SRGBV in the Asia-Pacific region available on the Internet. This included a search for peer-reviewed articles published between 2003–2013 in electronic databases including PubMed, Google Scholars/Scholar Articles and The Open University Library 7, as well as the identification of relevant publications, reports, project documents (including project evaluations), and country-level policies and planning documents. Websites of organisations known to work in this field were also reviewed for relevant information and in few cases research organisations or implementing partners were contacted to obtain additional data.

Key findings:

Evidence from different studies is noted:

- In the Pacific, UNICEF asked 16–17 year olds participating in a Child Household Questionnaire (CHHQ) if a teacher had physically hurt them in the last month. The answers 'Yes' to this question ranged from 7% of respondents in the Solomon Islands to 29% in both Fiji and Kiribati.
- In Timor-Leste, a school-based survey found that 81% of students reported having experienced violence (from either teachers or other students).
- In the Philippines, a study found that at least 5 out of 10 children in Grades 1-3, 7 out of 10 in Grades 4-6, and 6 out of 10 in high school reported having experienced some kind of violence in school, including from other students.
- In a study with students in three Pacific Island States, "intentional injuries" were reported by: 62% of boys and 56% of girls in Pohnpei; 58% of boys and 41% of girls in Tonga; and 33% of boys and 24% of girls in Vanuatu. Physical bullying was reported as being most common.
- In the city of Cantho, Vietnam, there were 252 fights among school pupils in 2011, where violence, especially fighting and bullying among girl students outside of school, was reported to be increasing.

- In India, a study of 1,040 boys aged 10–16 living in Mumbai found that more than eight out of 10 boys had been the victims of violence; two-thirds of boys ages 12-14 in a cluster of low-income schools in India said they experienced at least one form of violence in the last three months at school, including violence perpetrated by other students. Physical violence reported including being beaten, slapped, kicked, pushed, hit with an object, or threatened with a weapon, while "emotional violence" included being insulted, shouted at, derided via abusive language, and locked in a room or toilet.
- According to the Indian Ministry of Women and Child Development in 2007, two-thirds of school children were victims of student-on-student physical abuse at and near the school.
- An unpublished UNICEF study conducted in 2009 in the Maldives found that 47% of children had experienced physical or emotional punishment at home, at school or in the community. The study, which involved almost 17,035 people in 2,500 households and 2,000 children in schools, found that 30% of children at secondary school had been hit by at least one of their caregivers, including 21% with an object, and 8% of school students had been physically punished by their teachers.

Verbal and emotional abuse and social exclusion or discrimination examples cited:
- In the Philippines, a study with 2,442 school children under 18 years of age from 58 schools found that verbal abuse is the most prevalent form of violence experienced by children at all school levels. This includes being ridiculed and teased, being shouted at and being cursed or spoken to with harsh words.
- In Thailand, a survey with students, teachers and administrators involving 30 secondary schools in 5 provinces revealed that the most common phrase used by teachers' when referring to lesbian, gay, bisexual or transgender (LGBT) students is bukhon biang ben thang phet or 'sexual deviants'
- In China, research with 419 students from two middle schools in Shanghai found that 38.1% of the students were targets of gossiping and rumours; 49.8% were teased or taunted; 16.4% were excluded from social groups; and 11.2% had their property confiscated. In the same study, 11.9% reported spreading negative rumours about a classmate; 34.3% teased or taunted a classmate; 12.9% reported intentionally excluding a classmate from a social group; and 3.7% had confiscated a classmate's property.
- Peer violence is believed to account for up to 87% of SRGBV in Central Asia, and young adolescents (aged 12–16) are believed to be responsible for 80% of reported incidents of violence on school grounds.
- In the Maldives, findings from a field-based research conducted with 402 young men and women show that 1 in 4 young people surveyed reported being sent home from school for a few days. The main causes cited that led to suspension were: carrying a mobile phone to school premises, boys not maintaining the rule on short hair, using disrespectful language with teachers and school fights.

Bullying evidence cited:

- Compared to other regions, peer bullying appears to be less pervasive in East Asia and the Pacific, but it is believed to be on the rise.
- In Myanmar, a Global School-based Student Health Survey with a total of 2,806 students in grades 8-11 conducted in 2007 found that 19.4% of students reported having been bullied within the last 30 days.

- In Indonesia, 47.9% of respondents participating in the Global School-based Student Health Survey (3,116 students in 49 schools) reported having been bullied within the last 30 days.
- In Vietnam, data from the Global School-based Student Health Survey with students in grades 8– 12 (typically attended by students aged 13-17 years) indicates that 23.4% had been bullied within the last 30 days.
- In Mongolia, a mixed methods study in schools with over 800 students found that 80% of older kindergarten kids, 77.5% of primary class pupils and 98.6% of grade 6–11 secondary school students reported being subjected to violence, the majority of which was from other children in the form of bullying. In China, a survey with 3,332 students ranging from elementary school to high school students in the city of Tianjin found that the prevalence of bullying was lower for older students (e.g. high school students) compared to younger students (e.g. elementary school students). Five percent (5%) of elementary school students, compared to 4.3% of middle school and 2.7% of high school students, reported bullying their classmates and peers in school. Chinese researchers report that male students in middle and high schools were more likely to be engaged in overtly physical forms of aggression, whereas females were more likely to be involved in non-physical bullying (e.g. spreading rumours, relational aggression).
- In another survey with 4,726 elementary school and middle school students in rural and urban areas in Shandong Province, China, male students were significantly more likely to engage in bullying perpetration than females. Additionally, males displayed physically aggressive behaviours, while females were more prone to engage in verbal bullying.
- In India and other parts of South Asia, caste systems and discrimination against ethnic minorities are believed to make some students more vulnerable to bullying. Indigenous, ethnic or even religious status of students also continues to be basis for discrimination and violence against and between students. For example, in India, research assessing the impact of the entry of dalit and adivasi students (traditionally excluded social groups) into educational institutions found that these children suffer widespread verbal abuse at the hands of their upper-caste teachers in primary schools. This was found to have a critical impact on the way in which these first generation dalit and adivasi school attendees viewed themselves as learners.
- In another regional review, students with low academic achievement scores and those identified as having learning difficulties reported more incidences of being bullied in all countries apart from Indonesia and the Republic of Korea.
- In the Maldives, a UNFPA survey with over 4,000 youths aged 15–24 found that 64% of surveyed youth consider discrimination among students based on gender, disability or material status, among others, as one of the major problems in schools (placing it just after two main concerns: lack of qualified teachers and low standard of education). Qualitative interviews with youth also revealed a phenomenon referred to as "revenge porn" where explicit photos or videos are threatened to be shared online by former boyfriends to humiliate/shame young women. Young people indicated that sexual favours could be requested by boys to avoid sharing this information.

Data on bullying based on real or perceived sexual orientation and gender identity/expression in educational institutions:
- In a recent online survey study in China, more than 75% of the 421 school and university students who responded said they had been victims of bullying based on sexual orientation or gender identity, 44% said they have experienced verbal abuse from either

classmates or teachers, 5% said they had been victims of blackmail and 7% said that they were victims of sexual harassment including being forced to remove all clothes, touched in private areas, and being forced to take nude photographs.

- In an online survey conducted in 2009 with 492 self-identified gay, lesbian, bisexual, transgender or questioning students in Hong Kong, out of these whose sexual orientation was known by other students (79.9%), 53.1% had suffered some form of discrimination including bullying and more than 42.3% had encountered verbal violence, teasing or being the subject of rumours.
- A qualitative and quantitative study with 240 young men who have sex with men in six cities in India and one in Bangladesh found that 50% of respondents stated that fellow students or teachers harassed them in school or college because they were effeminate.
- In Thailand, findings from a survey with 2070 high school students in 5 Thai provinces (out of which 246, or 11.9% stated a "gender" other than "man" or "woman" for example, gay, tom, kathoey) show that feminine male students (or transgender women) had experienced name-calling, sexual harassment, and masculine female students (or transgender men) reportedly having been threatened and some had experienced physical violence.
- In Vietnam, a recent survey conducted by the Centre for Creative Initiatives in Health and Population among 520 homosexual, bisexual and transsexual people with an average age of 21 revealed that nearly 41% had suffered from discrimination and violence at school or university. Of the respondents, 70% said they had been called offensive names, 38% said they were treated unfairly, 19% claimed to have been beaten and 18% reported being sexually harassed.

Figures:
None.

Limitations:
This review focuses on the Asia-Pacific region only. Although the aim of the review was to uncover information on SRGBV in all countries of the region, limited data or its accessibility allowed focus only on a smaller sub-set of countries, namely: Afghanistan, Australia, Bangladesh, Bhutan, Cambodia, China, Cook Islands, Fiji, India, Indonesia, Japan, Lao People's Democratic Republic, Malaysia, Maldives, Mongolia, Myanmar, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Singapore, Solomon Islands, Sri Lanka, Thailand, Timor-Leste, Turkey and Vietnam.

Although an effort was made to unearth as many approaches in policy, programme and implementation responses, and region-specific data on SRGBV, only documentation that was produced in English, widely disseminated and accessible via the internet was reviewed.

In many cases the available data came from countries where some programmes addressing SRGBV already exist, or where English-language publications are common, and the language widely used. Thus, the review did not present sufficient research from countries such as Democratic People's Republic of Korea (DPRK), the Islamic Republic of Iran or the Central Asian Republics of the former Soviet Union and several countries of the Pacific. At the same time, a wealth of information was uncovered from Australia, India, Indonesia, New Zealand, the Philippines, and Vietnam, among others.

The development of the review was also limited by time constraints, therefore it was only possible to research, analyse and highlight a small number of approaches in policy, programme

and implementation responses. Additionally, although a good number of informants were contacted, a number of them could not be reached and a lack of time prevented further contact. For these and other reasons, it is possible that the review did not give a fully comprehensive picture of the on-the-ground reality of SRGBV in the Asia-Pacific region.

Region:
Asia-Pacific.

Further references/sources from within the texts identified

WHO Global school-based student health survey (GSHS)
http://www.who.int/chp/gshs/en/

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