

Measuring school-related gender-based violence: tools, resources, and lessons learned (Panel)

April 17 @ 3:15 pm - 4:45 pm



Group Submission Type: Formal Panel Session

Proposal

For millions of children and youth, school-related gender-based violence (SRGBV) is a major obstacle to receiving a quality education. In 2014, approximately 246 million girls and boys worldwide experienced some form of school-related violence (GMR, UNESCO, UNGEI, 2015). UNICEF Reports that half of the world's adolescents (ages 13-15) experience a form of peer violence in and around school, and about 720 million school-aged children live in countries where corporal punishment is not officially banned (UNICEF, 2018). School-Related Gender-Based Violence (SRGBV) manifests in a variety of ways as a result of cultural norms, gender roles and power imbalances within a community and society. The extent and forms of SRGBV that girls and boys experience differ. Evidence suggests that girls are at greater risk of sexual violence, verbal abuse, and harassment, and boys are at greater risk of corporal punishment and physical violence.

Despite a growing body of research about SRGBV and its impact on students who experience it, the evidence base remains fragmented and is insufficient to demonstrate a solid linkage between the various acts of SRGBV and their effects, including impacts on academic achievement and retention. Differing survey instruments, definitions of violence, frequencies of data collection and the stigma and ethical issues with collecting sensitive information from children in school settings, are some of the major challenges.

Additionally, SRGBV presents itself differently across contexts based on the norms and attitudes of the specific locale. Thus, measuring SRGBV requires an approach that is not only contextually-sensitive but is responsive to the attitudes and beliefs of the respondent. For example, the USAID Literacy Achievement and Retention Activity's

SRGBV Baseline study's findings suggest "that chronic structures of inequality and injustice in society influence the attitudes and beliefs of students, which can in turn impact the way that school is experienced by different children [i.e. gender and vulnerabilities]...depending on the beliefs that are influenced by the world around them, children associate themselves with more or less value and competence." Moreover, the very nature of SRGBV makes experiences of these acts difficult to not only measure, but also to divulge, as fear of retribution often leads respondents to conceal their experiences as victims. Experiences of SRGBV and student perceptions of their safety and wellbeing influence learning outcomes; to improve learning and provide equitable opportunities for education, SRGBV must be addressed. And, to be addressed it must be measured accurately.

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

- When data are collected from children, how do they have a say in how this information will be used?
- How can researchers make students feel more comfortable in divulging such sensitive information?
- What are alternative methods to collecting data on SRGBV apart from the Face-to-Face method?
- If discussions trigger memories of traumatic experiences among respondents, how are professional counselors available at each research site to assist students?
- How will children access referral sources for medical, psychosocial, and legal follow-up support when needed?
- What do members of the Field Survey Team do when they hear about a violent crime against a child that has been fully disclosed to them by a minor under the promise of anonymity and confidentiality?
- Who will follow up on these cases to ensure that the issues are properly addressed?

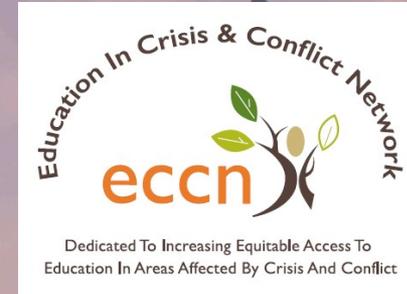
Disclosure of an SRGBV experience as a victim, a witness, or a perpetrator often presents a perceived or real threat of secondary victimization such as discrimination, retaliation, or even further violence to respondents, especially children. Collecting data on SRGBV within conflict and crisis settings is especially challenging due to the breakdown of public institutions and lack of follow up services for victims. Unique considerations and accommodations must be made to ensure no additional harm comes to children disclosing incidences of violence.

Yet much progress has been made in advancing the tools, resources, and implementation guidance for researchers, practitioners and policymakers working to learn more about SRGBV.

This panel brings together donors, researchers and implementers who will provide lessons learned on measuring SRGBV using different tools and software across more than nine contexts including:

- Karine Lepillez, Senior Gender Advisor, Juárez & Associates (J&A) Getting to know School Related Gender Based Violence & Creating Safe Spaces in Mali.
- Kalene Resler, Education Program Analyst, United States Agency for International Development, Global Tools for Monitoring and Evaluating School-Related Gender-Based Violence
- Gwendolyn Heaner, Research Manager, Education in Crisis and Conflict Network (ECCN), ECCN Safe Learning Environment Assessment Toolkit
- Julianne Norman, Education Analyst, RTI International, Audio Computer-Assisted Self-Interview: Improving confidentiality in data collection techniques for SRGBV
- Karine Lepillez, Senior Gender Advisor, Juárez & Associates (J&A) Getting to know School Related Gender Based Violence & Creating Safe Spaces in Mali.
- Discussant/Chair: Dr. Elizabeth Randolph, Senior Research Education Analyst, RTI International– has over 30 years of experience in applied research and statistics, program management and institutional strengthening. Through RTI International commissioned work from USAID, Dr. Randolph has led a five-year effort to develop a suite of tools for measuring SRGBV and its key mediating factors, including: gender attitudes; social and emotional learning; and school culture and climate. Dr. Randolph provided direction for the Journeys Program in Uganda, the intervention arm of Uganda’s National Strategy and Action Plan for Against Children in School.

Speakers: Kalene Resler, Gwen Heaner, Julianne Norman, Karine Lepillez



ECCN'S SAFER LEARNING ENVIRONMENT ASSESSMENT TOOLKIT

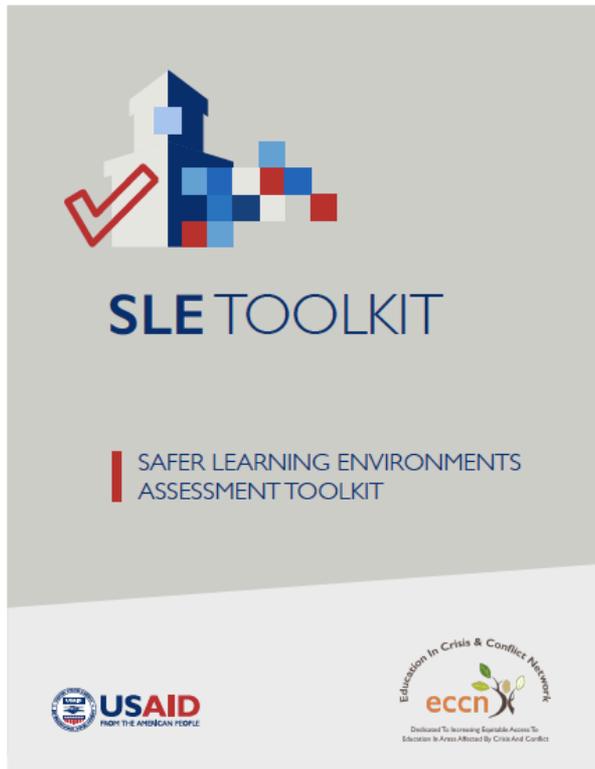


Gwen Heaner
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WHAT IS DISTINCT ABOUT EDUCATION IN CRISIS AND CONFLICT CONTEXTS?

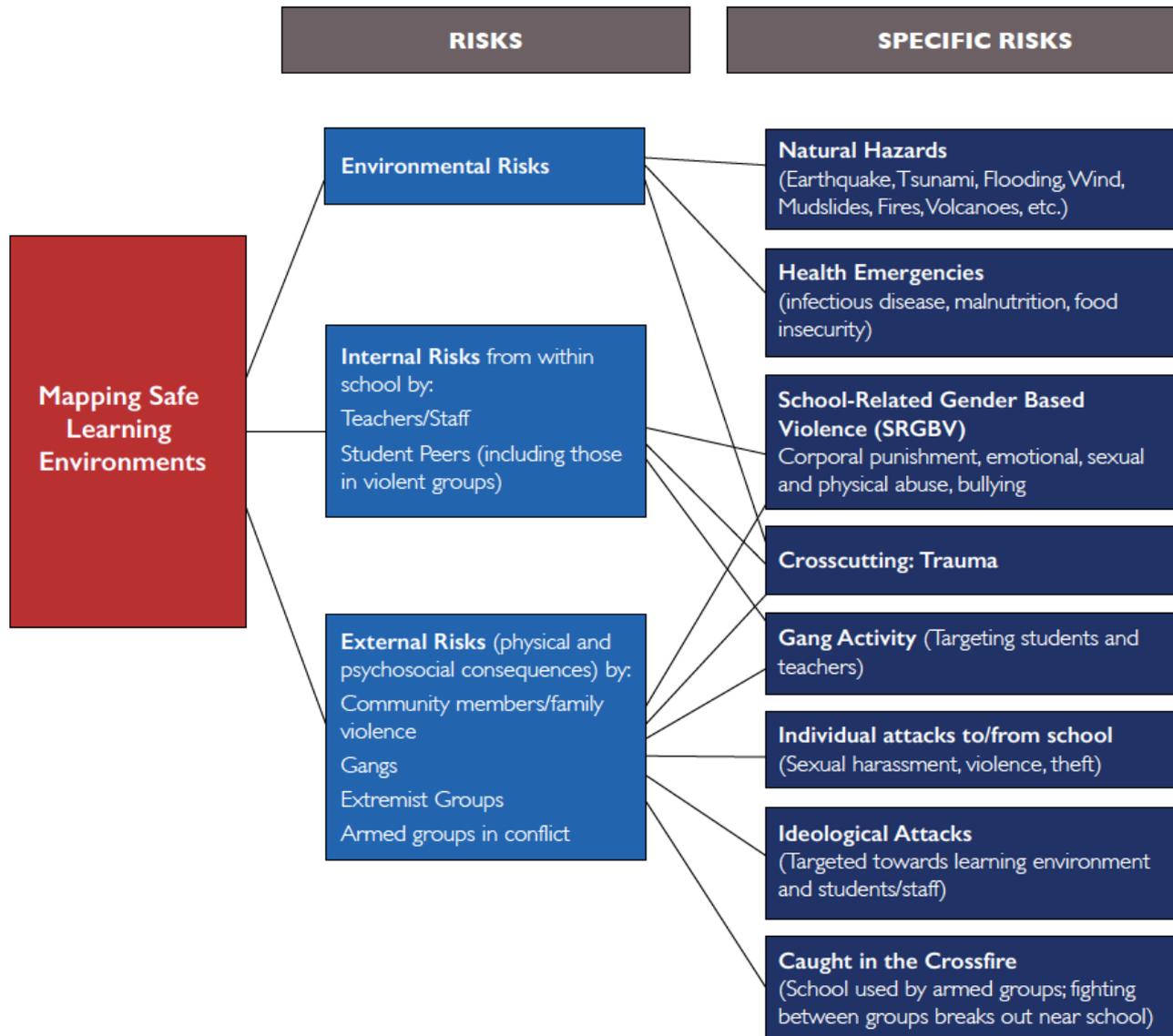
- Multi-risk / multi-hazard
- Rapidly changing environment
- Difficulty gaining access
- Low capacity

SLE Assessment Toolkit - Snapshot



- **Primary research:** Identifies quantitatively and/or qualitatively specific risks and assets to safer learning in **specific program areas,**
- **Diagnostic toolkit** to help inform specific program designs and adaptations.
- **Appropriate for junior** to expert researchers
- **Rapid:** Process can be done within a month
- **Fit for purpose**

SLE CONCEPTUAL FRAMEWORK



QUESTIONS (QUALITATIVE)

1. Scale / nature of risk
2. Student response to risk
3. School response to risk

Q. Code	Risk Category	Question Set
A.1	A. Internal: SRGBV: These questions address issues within the school environment that are gender dependent. Boys and girls may experience these issues differently. While some of the items may be similar to later questions, the purpose of this question is to probe for gender-specific information.	Of the following types of SRGBV, which occur at this school regularly? Bullying between students? A student sexually abusing another student? Corporal punishment? Teachers abusing students (emotional, physical, sexual) or vice versa? <i>[Blind vote: Have group respond with heads down and hands up. Write answers on flip chart and invite participants to discuss their answers if they wish, but do not pressure them to do so.]</i>
A.2		If you hear about a student victim of SRGBV, how do you report it (or, if you haven't ever heard of one, what would you do)? Is the reporting mechanism different depending on the type of abuse or who is involved? What response is supposed to occur? What response actually occurs? What communication gaps might prevent resolution of this problem?
A.3		What is the school doing to reduce the incidence of SRGBV? Please be specific when talking about the types of SRGBV already discussed. Are these actions successful? What would it take for them to be more successful? How can others help? What communication gaps might prevent resolution of this problem?





QUESTIONS (QUANTITATIVE)



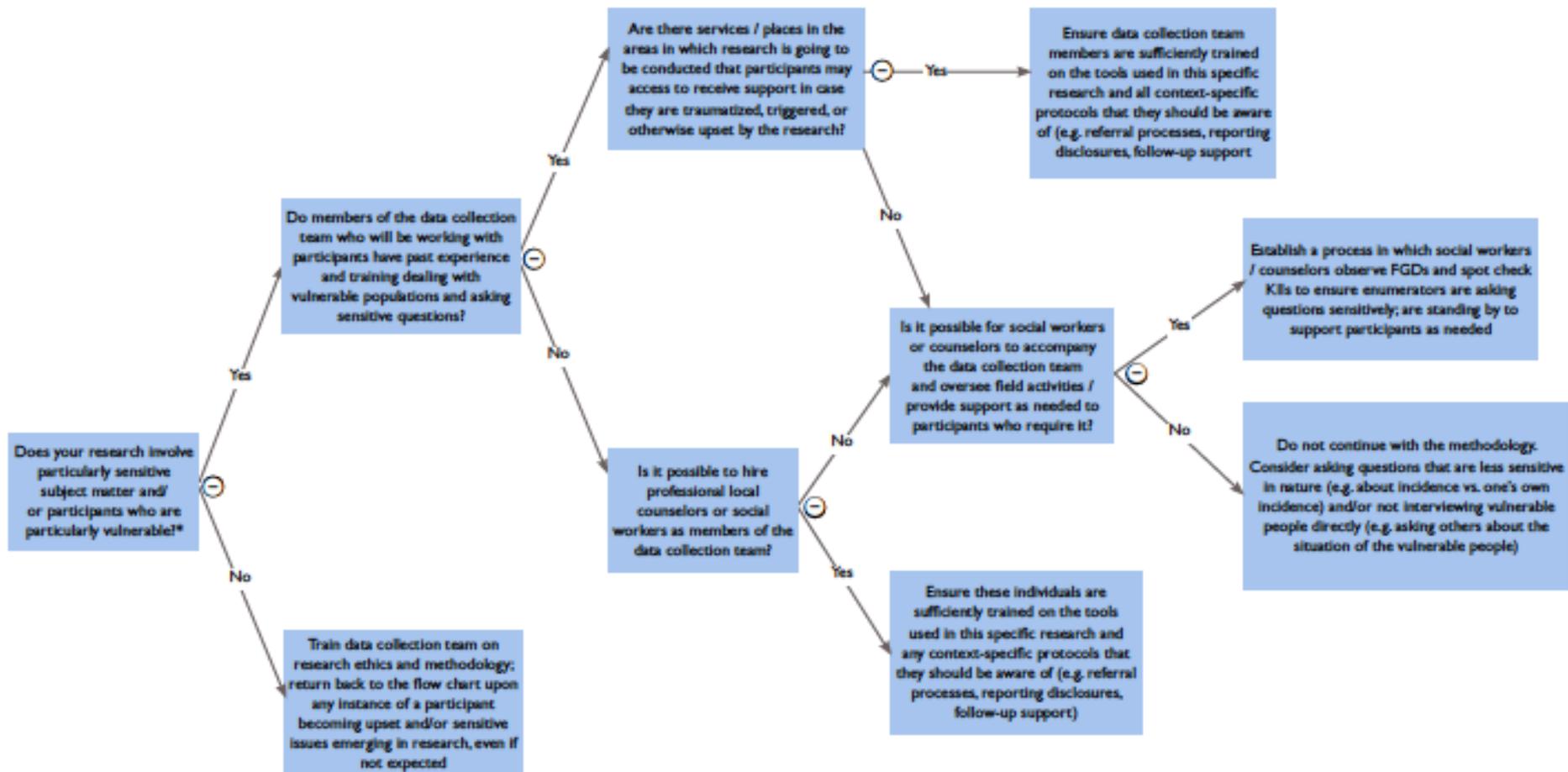
TOOL	Risk type	Title of Tool / Org Link
A	SRGBV	USAID Conceptual Framework for Measuring SRGBV
B	Gangs	National (US) Gang Center Assessment Guide
C	School Climate	USAID Conceptual Framework for Measuring SRGBV
D	Education Under Attack:	Global Education Cluster Joint Education Needs Assessment Toolkit
D		CARE Int'l Knowledge on Fire
D		GCPEA Preventing Military Use of Schools Checklist
H	Environmental – Natural Hazard	RiskRed.org School Disaster Reduction and Readiness Checklist
M	Environmental - Health	WHO KAP Guidance for Oral Cholera Vaccine Stockpile Campaigns
O	Trauma	Global Education Cluster Joint Education Needs Assessment Toolkit
O		National Center for PTSD: Brief Trauma Questionnaire



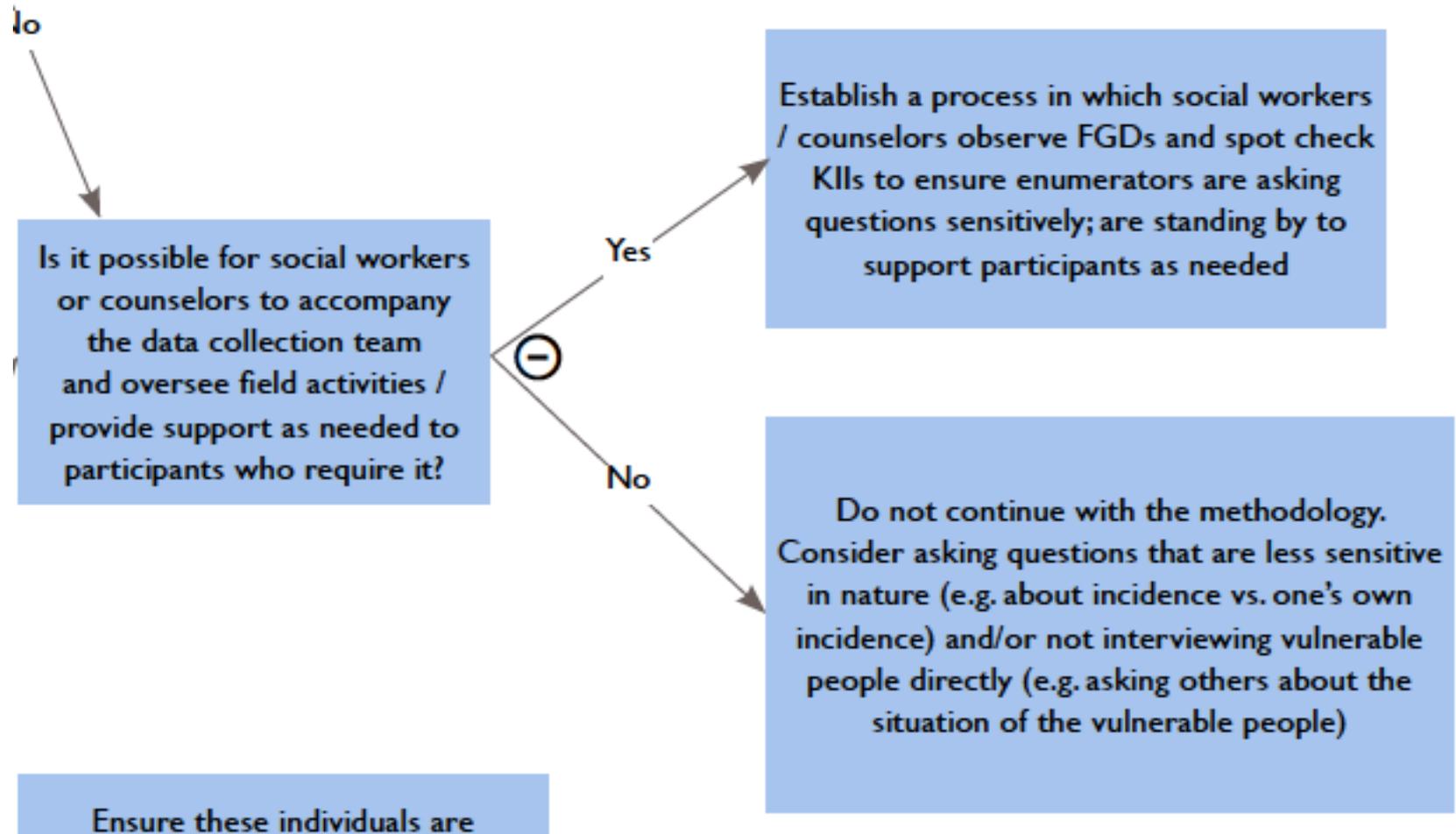
HOW CAN WE ASK YOUNG PEOPLE ABOUT SUCH SENSITIVE ISSUES ETHICALLY? **IN A MONTH?**

ETHICAL PROTOCOLS DECISION TREE

- Field team has done this type of research on this topic
- Field team / someone trained to identify traumatized participants
- Known and effective resources / referrals for traumatized participants
- Disclosures process established

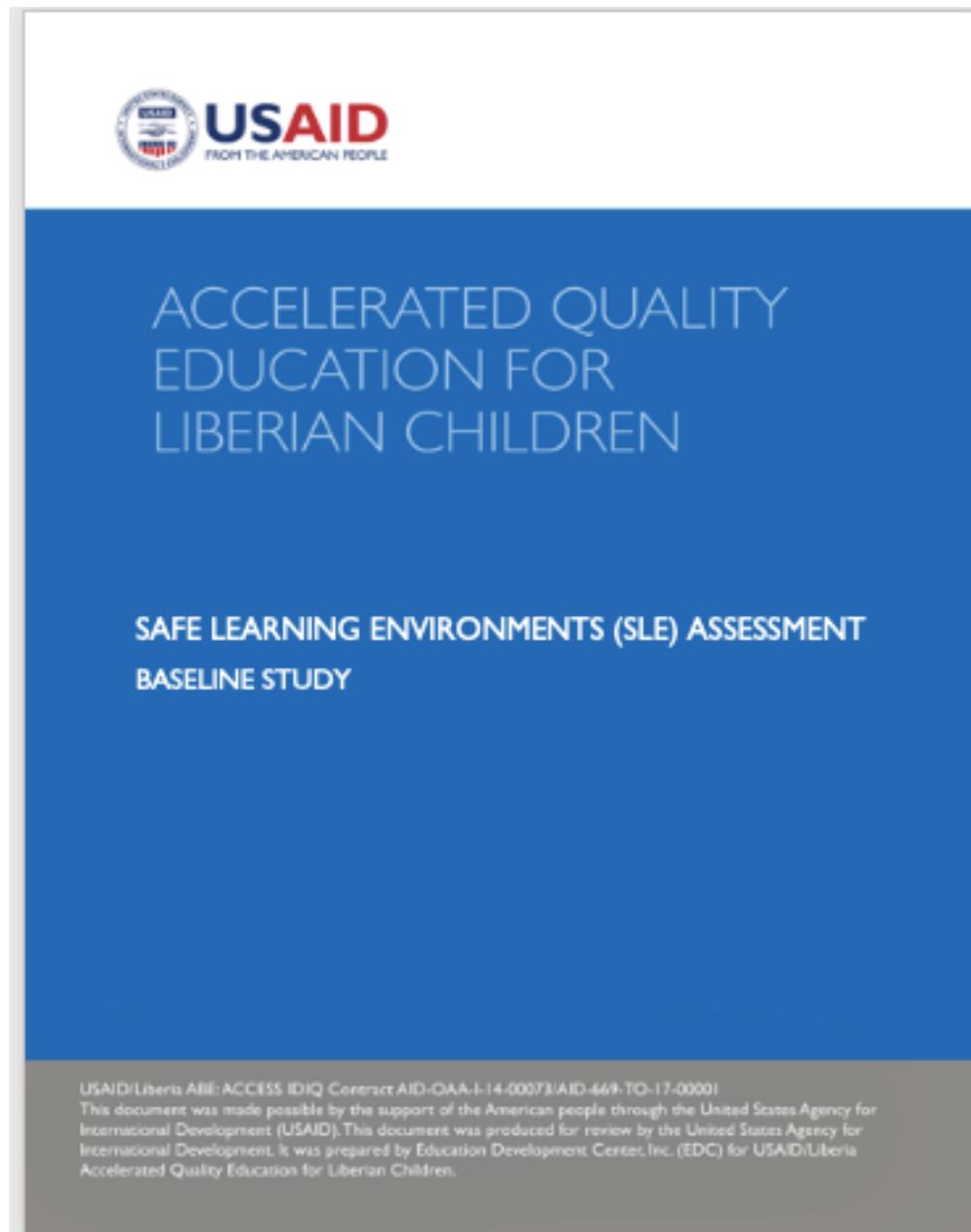


ETHICAL PROTOCOLS DECISION TREE



EXAMPLE - Liberia

6 months



EXAMPLE - Uganda

1 month

2018

A study on Risks associated with learning environments in Kiryandongo Refugee Settlement, Uganda



Frank Kiyingi, Deus Ampwera & Martin Bugembe
Advocacy for Child Relief (ACR)
www.acrug.org



MEASUREMENT IS DIFFICULT, BUT NECESSARY
ETHICS FIRST



VISIT ECCNETWORK.NET FOR



- [Rapid Education and Risk Analysis](#)
- Safe Learning Environments: [Evidence Gap Maps](#) and [Toolkit](#)
- Searchable [Resource Repository](#) (over 900 vetted resources)
- Webcasts - recent examples:
 - [Improving SEL Measurement for Children in Crisis](#)
 - [Measuring Equity of Access to Education in Crisis & Conflict](#)

