



**Challenging social and gender norms
to reduce violence against
children in school**

A project co-founded by the European Union



RAPID ASSESSMENT ON SCHOOL-RELATED GENDER-BASED VIOLENCE: METHODOLOGICAL GUIDE

June 2023

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GLOSSARY

Bullying Behaviour repeated over time that intentionally inflicts injury or discomfort through physical contact, verbal attacks, or psychological manipulation. Bullying involves an imbalance of power.

Coercion The action or practice of persuading someone to do something by using force or threats.

Curriculum The curriculum addresses questions such as what students of different ages should learn and be able to do, why, how and how well.

Cyber-bullying The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

Discrimination Any unfair treatment or arbitrary distinction based on a person's race, sex, religion, nationality, ethnic origin, sexual orientation, disability, age, language, social origin or other status.

Equity Fair and impartial treatment, including equal treatment or differential treatment to redress imbalances in rights, benefits obligations and opportunities.

Gay A person who is primarily attracted to and/or has relationships with someone of the same gender. Commonly used for men, some women also use this term.

Gender Refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes.

Gender-based violence (GBV) Violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering, against someone based on gender discrimination, gender role expectations and/or gender stereotypes, or based on the differential power status linked to gender.

Grooming Behaviour used to target and prepare children and young people for sexual abuse and sexual exploitation – often subtle and difficult to recognize.

Harassment Any improper and unwelcome conduct that might reasonably be expected or be perceived to cause offence or humiliation to another person. Harassment may take the form of words, gestures or actions that tend to annoy, alarm, abuse, demean, intimidate, belittle, humiliate or embarrass another or that create an intimidating, hostile or offensive environment.

Homophobic violence A gendered type of bullying that is based on actual or perceived sexual orientation or gender identity.



Informed consent Process for getting voluntary agreement to participate in research or an intervention.

Pedagogy Pedagogy is the way that content is delivered, which includes the use of various methodologies that help different children engage with educational content and learn more effectively, recognizing that individuals learn in different ways.

Positive discipline Positive discipline is an approach to student discipline that focuses on strengthening positive behaviour rather than just punishing negative behaviour.

School-related gender-based violence (SRGBV) Acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes and enforced by unequal power dynamics.

Stereotype A generalized or simplified idea about people based on one or more characteristics.

Stigma Opinions or judgements held by individuals or society that negatively reflect on a person or group.

Discrimination occurs when stigma is acted on.

Trolling The practice of deliberately provoking others through inflammatory language and upsetting content – usually online. Often synonymous with online harassment.

Violence Any action, explicit or symbolic, which results in, or is likely to result in physical, sexual or psychological harm.

Whole-school Whole-school approaches involve various stakeholders at the school level, as well as in the local community and government, in a range of different activities with the aim of making schools safer, more child-friendly and a better environment for children to learn.



I. OVERVIEW

I.1. Aim of the Methodological Guide

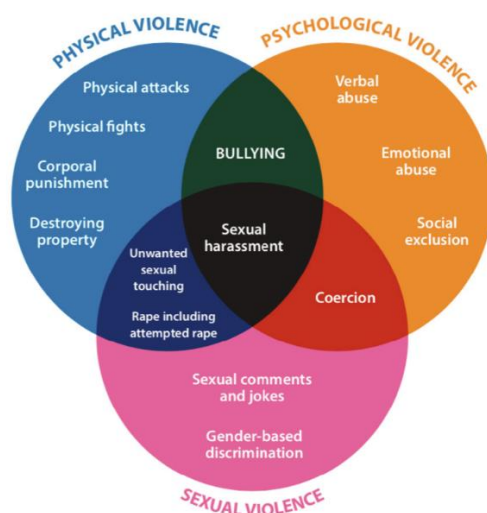
This [Rapid Assessment Methodological Guide](#) aims to provide resources and practical tools to measure school related gender-based violence (SRGBV) in 32 schools in the 4 implementing countries of the CARING Project (Bulgaria, Croatia, Greece and Romania) among children, young people and educational staff including school management.

I.2. Definition and context of School Related Gender – Based Violence

School related gender-based violence is considered as a complex, multifaceted social problem that is evoked by widely held gender norms, behaviours and perspectives result from unequal power dynamics. It can be defined as **“acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics”**. In practical terms, unequal power relations between adults and children and males and females result in this form of violence (UNESCO/UNGEI 2015).

The types of SRGBV includes **physical, sexual and/or psychological violence** that often overlap and reinforce each other. It includes unwanted sexual touching, comments, corporal punishment, bullying, rape and other forms of non-sexual intimidation such as verbal harassment.

Figure 1. Different types of SRGBV



There is growing evidence that shows that children and young people experience different types of SRGBV depending on their sex. For example, girls are more likely to be bullied physically and/or online,



sexually harassed and/or violated than boys. On the other hand, boys are more likely to experience corporal punishment, physical fights, and attacks. Furthermore, research shows that most LGBTQ students experience bullying, or violence based on their sexual orientation, gender identity (UNESCO and UN Women 2016).

SRGBV can take place in non-formal and formal educational settings, school grounds, going to and from schools, school dormitories and growingly online through cell phones and social media. It can be committed by teachers, school staff, students, and community-members. Both males and females may be perpetrators and victims as well (USAID 2020).

I.3. What is included in this Methodological Guide?

It contains the methodology, which mixed methods, using both quantitative and qualitative data collection methods, a school-based survey, a school-based focus group discussion (FGD) tool and a practical guidance on how to implement the measurement tools.

I.4. Who is this Methodological Guide for?

This guide is primarily aimed for facilitators, who may be teachers, helping students to fill in the online questionnaire, may be the MEAL staff of each country delegation or may be external consultants hired for this purpose to carry out the focus group discussions and analyse the data collected through this exercise. They will carry out the [research](#) at the 32 schools in 4 countries. Furthermore, it equally aims to inform the project team and consultants, who will develop a [training methodology](#) based on the findings of the Rapid Assessment, which will be used to train teachers, school management, and facilitate activities with children and young people to reduce and prevent SRGBV.



II. OBJECTIVES AND SPECIFICATIONS OF THE RAPID ASSESSMENT

II.1. Objectives of the project

Overall goal of the project

To address the issue of **gender-based violence (GBV) in schools by challenging social and gender norms and behaviours of school staff and young people**, who, in turn, will become change agents promoting positive practices on gender-equity in their schools and communities.

Specific objectives of the project

SO 1. To **assess the specific social and gender norms** which are **promoting and maintaining GBV** in the 32 selected schools from 4 countries.

SO 2. To **increase the capacities of educational staff and school management** (estimated 320) to **adopt a tolerant, inclusive, and non-violent communication, behaviour and to promote positive practices related to gender-equity** in schools.

SO 3. To **improve the awareness and knowledge of at least 250 young people, aged 13-18 on gender stereotyping and gender equality with a focus on empowering them** to become change agents and promote a non-violent behaviour and communication.

SO 4. To **strengthen the multi-agency cooperation at local/county level** in partner countries during the project and beyond to **promote a gender-sensitive approach** in their efforts to address prevention of violence in schools and communities.

As SO 1. indicates in order to carry out the capacity building and awareness raising of school staff and enabling young people to act as agents of change, **their knowledge and perceptions on gender, their understanding of the most frequent types of GBV and their abilities to recognise and act against GBV need to be assessed.**

II.2. Objectives of Rapid Assessment

- Understanding knowledge and perception: stereotypes, norms, prejudices on gender in schools among children, young people and staff
- Understanding assets and barriers of school staff and children, young people to reduce gender-based violence in schools
- To specify actions, support to reduce GBV among children, young people and school staff

Identifying a few objectives will help us identify our needs assessment activities—including who to collect data from, which tools to use and what questions to ask. The objectives of reducing GBV in



schools show that the needs assessment should **collect data from school children as well as from school staff**. The objectives also suggest that **survey and/or focus group questions should target topics including, but not limited to, knowledge, perceptions, assets, barriers, and intentions related to gender-based violence**.

II.3. Specifications of the Rapid Assessment

II.3.1. Target groups

- **Children, young people aged 13 to 18**

At least **160 young people (5 per school)** are proposed to be assessed from **32 schools in the 4 countries**, Bulgaria, Croatia, Romania and Greece.

- **Educational staff and school management**

At least **128 school staff (educational staff and school management)**, (4 per school) are proposed to be assessed from **32 schools in the 4 countries**, Bulgaria, Croatia, Romania and Slovakia.

III. ETHICAL CONSIDERATIONS

Consent of children, young people and their parents is a must before conducting the FGDs. Before getting the signed consent forms, please see template under Annexes, a **short guide, introduction** on the purpose of the FGD and the project that can be sent to both parents and children should be developed in the respective languages. It is important to inform and explain children, young people and parents what the FGD is about.

Consent of the school management and education staff is key, which should be given as a form of signed partnership agreement. If there are time constraints, an email, where teachers and school staff give their consent should be enough. They should also be informed and explained about the project and the rationale behind the FGDs as not only they will participate but they will reach out and help selecting student participants



IV. METHODOLOGY

As the aim is to assess and understand people's common knowledge, shared perceptions, experiences, norms and behaviour towards a specific topic and sensitive, school related gender-based violence, **a mixed method, both quantitative and qualitative data collection** is recommended.

Through a questionnaire a larger population can be reached, and individual answers can be collected, which is equally important as the topic SRGBV is a sensitive one and peer pressure during a FGD could lead to biased data. Therefore, to **measure perceptions, norms towards gender and identify experience with SRGBV an online survey** has been developed. A separate questionnaire has been developed for both target groups, children and young people and school staff.

However, more in-depth data, the different opinions and behaviour towards a topic cannot be measured via a survey/questionnaire only, hence, to better **understand how students and school staff identify SRGBV and behave** to prevent and manage SRGBV, **focus group discussions (FGDs)**, as one of the main qualitative data collection methods, are suggested.

IV.1. Research Questions

Research questions are not equal to the questions that should be asked from the participants, they are questions that guide the data collection and discussions and need to be translated into tools and further easily understandable questions that children, young people can also address, answer to.

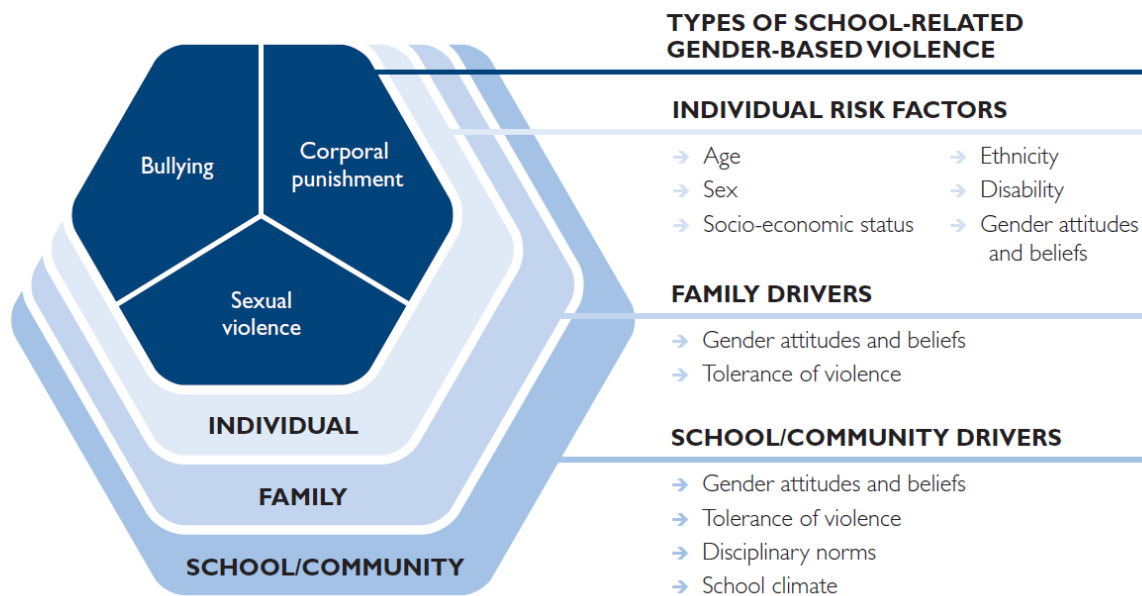
1. *What do you know and think about gender norms and stereotypes?*
2. *How would you define school related gender-based violence (SRGBV)? What types of school related gender-based violence do you know, are you familiar with? How is your school environment?*
3. *What type of SRGBV have you experienced if any? What would you do if you experienced or witnessed SRGBV?*



IV.2. Online Questionnaire

To develop the online questionnaire USAID’s Conceptual Framework for Measuring SRGBV has been used and modified for the purpose of this Rapid Assessment. This framework includes the three types of SRGBV, physical, sexual and psychological violence, furthermore, it includes a variety of risk factors and drivers at the individual, family and school/community level.

Figure 2. Conceptual Framework for Measuring SRGBV



USAID 2020.

The wording of the conceptual framework is slightly different from what this methodological guide uses. In the above framework bullying refers to psychological, corporal punishment refers to physical violence and sexual violence wording remains the same. It is suggested to use the broader terms, physical, psychological and sexual violence as the different types of SRGBV as they include various different acts (see Figure 1.) besides bullying and corporal punishment that the above framework narrows down.

With regards to the different factors and drivers, individual, family and school/community, the online survey will exclude socio-economic status related questions in the individual level as the project is planned to be implemented in low socio-economic neighbourhoods in the four countries (Bulgaria, Croatia, Greece and Romania). The rest of the risk factors and drivers will be included.

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



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

School-Level Drivers: The third level explores the settings, such as schools, in which social relationships occur, and seeks to identify characteristics of these settings that are associated with becoming victims of violence. These drivers include gender attitudes and beliefs, acceptability of intimate partner violence (IPV)/dating violence, prevalence and extent of disciplinary practices/student punishment, interpersonal relationships, and prevalence and extent of student rewards.

The questionnaire for students consists of 6 parts that measure the risk factors and drivers at the individual, family and school/community level furthermore the types, physical, psychological and sexual violence target groups may have experienced. The questionnaire for school staff consists of 4 parts that measures, school climate, gender norms and attitudes and staff’s behaviour in terms of disciplinary actions they use at schools.

Structure of the online questionnaire to measure SRGBV – for Children and Young People		
Part	Items	Risk factors, drivers
1. Background	Age, Sex, Ethnicity, Disability	Individual
2. Gender attitudes and perceptions	Gender attitudes and perceptions	Individual, Family
3. School climate	Inclusion and equality, school safety, discipline and fairness, student–student, student-teacher relationships	School/Community
4. Physical violence	Experience with fights, corporal punishment, destroying of belongings	Type
5. Psychological violence	Experience with bullying, verbal abuse, exclusion	Type
6. Sexual violence	Experience with sexual jokes, gender-based discrimination	Type

Structure of the online questionnaire to measure SRGBV – for School Staff		
Part	Items	Risk factors, drivers
1. Background	Age, Sex, Ethnicity, Disability	Individual
2. Gender attitudes and perceptions	Gender attitudes and perceptions	Individual, Family
3. School climate	Inclusion and equality, school safety, discipline and fairness, student–student, student-teacher relationships	School/Community
4. Disciplinary measures	This section is unique to school staff, and asks two open-ended questions on reward and punishment of students	School/Community



IV.3. Focus Group Discussions

To understand students and school staff's behaviour towards and opinion on SRGBV, in person or online focus group discussions should be used. Child-friendly exercises have been developed to collect more in-depth data on abilities and behaviours participants show if they experience or witness SRGBV. Separate exercises have been developed for student and school staff participants.

Exercises for Student Participants

Exercise 1 – Identifying Violence and the reasons behind Gender-Based Violence

During the first exercise, students need to list as many types of violence as they know, while the notetaker records them. Then students need to select those types of violence that happen in and around their school more frequently. After this, students will be divided into two groups, and they need to group those types of violence that they think happened more to females and to males. Once they finished with listing, they will explain the reasons why they think that certain types of exercise happen more to females and other types to males.

In case the FGDs will take place online, Zoom is recommended. Exercise 1 remains the same just students should be divided in breakout rooms. Please see more instructions under section V.

Exercise 2 – Mapping student's ability to prevent and/or manage GBV cases

This exercise will explore how participants would behave in case they witnessed or experienced different types of GBV. There will be different scenarios listed and students will need to elaborate on how they would behave if they experienced or witnessed one of the scenarios, who would they discuss it with and what actions would they take. This exercise can take place both in person and online, please see further instructions in section V.

Exercises for school staff participants

Exercise 1 - Mapping peer-to-peer violence and gender-based violence in the school

Adult participants will be asked on what are the most common types of peer to peer violence happen in their schools, where do they happen and how often. After listing the different types of peer-to-peer violences they will need to discuss why do they occur, what triggers these. Once discussed they will be asked on what types of violence are happening more to boys and more to girls. Once they finished with listing, they will explain the reasons why they think that certain types of exercise happen more to females and other types to males.



Exercise 2 - Mapping teachers', school management's ability to tackle GBV cases

This exercise as a continuation of exercise 1, will explore what peer-to-peer violence cases teachers', school management experienced and how did they behave, what actions did they take and why. If they are not keen to tell examples, given scenarios can be used and they can discuss these among each other. This exercise can take place both in person and online, please see further instructions in section V.

Exercise 3 – Mapping teachers', school management's preparedness to tackle GBV cases

Teachers and school management will be asked if they have institutional initiatives, procedures, policies to tackle peer to peer violence at their school. They will need to tell what actions these procedures include, how often they are used and who is responsible for which process. If they do not have such initiatives, they will be asked what held them back, why they don't have such procedures. How would they imagine an effective procedure, policy to tackle GBV at schools.

V. PRACTICAL GUIDE FOR IMPLEMENTATION

V.1. Selection of schools

The project CARING has evolved from previous projects REVIS and ACTIV, where schools from Bulgaria, Croatia and Romania were participating in similar exercises. It is up to discussion whether the same schools, which may mean the same target groups should be selected to participate in the Rapid Assessment, which may have advantages and disadvantages as well. An advantage is for example that both school staff and children and young people will already be familiar with similar exercises hence they may volunteer easier. A disadvantage may be that some participants will be the same as in previous data collection exercises, which may mean that some of the data has been previously collected. Therefore, it is advised to have **at least half of the selected schools as new schools so 4 per country, where neither REVIS, nor ACTIV projects were implemented.**

V.2. Location of data collection

As we work with children and young people the location of the data collection must guarantee **safety, security, confidentiality, and comfort**. For children it is also important that they feel at ease and be **familiar with the location**, where data collection will be conducted. A completely new environment may cause stress and lack of trust within children and young people.

However, the **online questionnaires** can be filled in from any location **it is advised that they are filled in the school by the support of a teacher** in case students need help. There is no need of facilitators but teachers should be consulted and prepared beforehand to roll out the exercise. Furthermore, logistical arrangements to get to the location needs to be considered and arranged in advance.

Although the **online questionnaire** can be filled in from any place, participants may use their mobile phones or laptops, **it is advisable to implement the survey for children and young, people together with the FGDs at schools and start with this exercise**. Adult participants may fill in the survey from any location. Although through online questionnaires, one can reach a large population, he or she has no control over the decisions of respondents to fill or not fill questionnaires. The respondents may decide to answer all, some or none of the questions in a questionnaire. In an FGD, a facilitator has control over the direction of the discussion. Thus, **filling in the online questionnaire with children and young people should happen in the presence of the teacher and at the school as suggested above.**

The FGDs may take place at a different time and can be delivered both online and offline by a facilitator and not the teachers. The location should also be the school and students should be together, meaning that in the same room. A **light, middle-size, comfortable room**, preferably with windows should be provided. The **room should accommodate around 10 people comfortably with seats put in a circle**, but it should not be too large either. **Besides the facilitator of the FGD, another external person**, (can be Tdh MEAL staff or external consultant), who manages the sound-recorder and who observes participants body-language and/or assists them should they need anything, **has to be present**. External in the sense that this preferably adult person should not be the teacher of the participating children, young people as it could influence participant's answers.



V.3. Selection of participants and setting up groups for FGDs

Student participants

At least 160 children and young people, 5 per school should be reached, but it is advised to have an **even number of children** per Focus Group Discussions, so **at least 6 children** per focus group is suggested.

Due to the time and financial constraints, **FGDs can take place online as well, however it is strongly recommended to conduct at least one FGD per country in person with children and young people.** Furthermore, at least 3 FGDs should be conducted with students per country. Online questionnaires need to be filled in by all, 8 schools per country reaching the 160 children.

For the FGDs group size should remain relatively small **between 6 to 8 children**, young people maximum, as it is ideal to generate discussion and manage activities.

Gender, age and disability considerations are also key as we are assessing a sensitive topic, gender-based violence, where peer pressure may result in biased answers. Therefore, both mixed and gender specific groups (girls' groups and boys' groups) are recommended. Furthermore, younger age group 13-15 and older age group 16-18 is recommended with preferably **equal number of girls and equal number of boys in each group if mixed to achieve gender balance.**

Children, young people should participate voluntarily, however at the selection of participants the above should be considered. Furthermore, it is better if children, young people, who participate are not best friends to have a more representative sample and gather different opinions, answers. In case any child, young person **with any disability volunteered, required support to enjoy full participation needs to be provided.**

School staff participants

As per the project proposal at least 128 school staff, 4 per school should be reached, however not all of them need to be involved in FGDs. All of them need to fill in the online questionnaire.

Due to the time and financial constraints, **FGDs with school staff can take place online and staff from different schools can be mixed. At least 2 FGDs are recommended,** if possible, with mixed staff so **staff participating should be from at least 2 schools,** preferably from 3.

With school staff participants as well, the **group size should be minimum 6 and maximum 8 participants,** however it is advised to have less than more as adults have more experience, can talk longer on complex topics than children and young people.

Taking hierarchy into consideration, it is advised to have **two separate groups, school management,** which refers to staff with higher level positions but not including the director and **another group for educational staff,** which refers to teachers, teaching assistants, school psychologists etc. If there is no time for this, it can be skipped, however it may bias answers. **The school director should not participate in the FGD** as he/she could influence other staff's answers. He/she needs to fill in the online questionnaire.

Gender balance is equally important with adult participants, therefore ideally there **should be equal number of men and women in one group.**



V.4. Setting the rules and frames of the Survey and/or Focus Group Discussions

Make sure that all participants are present, comfortable and you have all tools, equipment necessary to conduct the survey and the FGD. This introduction should last no more than 15 minutes.

Greet participants and introduce yourself and other facilitators, volunteers (if any)

Present the purpose of the discussion

- Tell a short introduction about the project (1 pager)
- Tell the purpose of the survey and the focus group discussion, which is to understand stereotypes, norms, concerns and assets towards gender-based violence
- Explain that you will do a series of exercises: filling in survey and talk about the topic of SRGBV which will last about 2 hours
- Explain what you will do with this information and make sure that you do not make false promises
- Let participants know that their participation is voluntary, they can leave the discussion any time
- No one is obligated to respond to any questions if s/he does not wish
- No one is obligated to share personal experiences if s/he does not wish
- If sharing examples or experiences, individual names should not be shared
- Be respectful when others speak, don't interrupt others
- The facilitator might interrupt discussion, but only to ensure that everyone has an opportunity to speak and no one person dominates the discussion

Agree on confidentiality

- Let participants know that their personal information, such as names will not be collected, only their gender, age group, ethnicity and disability status that is collected
- Keep all discussion confidential
- Do not share details of the discussion later, whether with people who are present or not
- If someone asks, explain that you were speaking about the violence that may happen towards girls and boy, women and men at schools

Ask permission to record the discussion and to take notes

- No one's identity will be mentioned
- The purpose of the notes is to ensure that the information collected is precise



Icebreaker

– 5 minutes

Before starting the FGDs it is good to have a short, 5 minutes exercise to ease participants.

Examples

Children and young people –Two truth and a Lie - This is an interactive icebreaker that never grows old. Give the students 2 minutes to write down two truths and one lie about themselves. Then, have them read it to the group while the rest of the class tries to guess the lie.

By the end of the exercise, you and the class will have learned unique things about each other, easing any tension and motivating students with common facts to interact. Plus, you could even share a fact about yourself that'll help make you more relatable to the students.

Adults - Ask participants to discover what they have in common, along with interesting characteristics that are unique to a person in the group. This icebreaker promotes unity as it gets people to realize that they have more common ground with their peers than they first might realize. As people become aware of their own unique characteristics, they can also help people feel empowered to offer the group something unique.

Round of introduction

- 5 minutes

After the ice-breaker exercise once all participants are sitting, ask them to **introduce themselves by telling their forename and their favourite hobby or one thing they think is special about them**. To help them, as facilitator you may start the circle. For example: My name is George and I like to play football.

IV.5. Conducting Surveys and Focus Group Discussions

Survey

- 15 minutes

In an ideal scenario the online questionnaire will be filled in by the children and young people at the school with the teachers present. (If it is not possible and the questionnaire will be filled in remotely, a one-pager that explains the objectives of the research and the details mentioned section IV.4 need to be sent to participants together with the link to the questionnaire.)

If it happens in person at the schools, teachers need to tell participants that they need to use their mobile phones and/or laptops if someone has it with him or her and answer all questions that are in the questionnaire. Ask them to do not discuss and talk while they are filling in the questionnaire such if they were writing a test. If someone does not understand a question or something is not clear they need to raise their hand and the teacher goes to them and quietly discusses the issue with the participant, it is important not to disturb others.



Focus Group Exercises

- 55 -70 minutes

Though FGDs will mostly be online, it is also advised that children be together at the schools, however adults can participate from any preferable location. The only requirement for adults, school staff participants is a stable internet connection. Before starting the exercises it is key to create a relaxed and comfortable environment, which is easier in person but using the ice-breaker and introduction exercises hopefully participants will feel safe and comfortable. Make sure that participants understand the aims and purpose of the assessment, explain them each task, one by one, when it comes. If needed repeat the exercise making sure everyone understands what is expected from them. Encourage every participant to speak up, if you see that someone is rather shy, ask them personally, however, do not be too pushy. Repeat that there are no bad answers, and they can ask questions if something is not clear.

Closing the Data Collection Exercises

- 3 minutes

Once the questionnaire was filled in and/or all scenarios were discussed, thank to participants for their time and contribution. Reassure them that their answers will be stored safely and anonymously. You may tell them again that based on their answers a training curriculum will be developed and trainings and workshops will be conducted in schools to reduce GBV.



ANNEXES - TOOLS

Annex 1 - Online Questionnaire – Children and Young People

CARING - Online Questionnaire - Children and Young People			
<p>Terre des hommes is a worldwide organisation whose aim is to protect children and improve their well-being. The organisation is planning to implement a project, called CARING in your school. The project aims to reduce gender-based violence in and around your school. It will train teachers, school staff and implement exercises with you and other young people to become aware of school -related gender based violence and empower you to be able prevent and manage such cases.</p>			
<p>This questionnaire is part of a Need Assessment exercise that aims to measure your knowledge, behaviour and opinion on gender and school related gender -based violence. From this data, people, who work on this project will understand your knowledge and opinion on gender and school-related gender based violence and they will create training materials and exercises that will help you and your teachers to prevent and manage school-related gender-based violence.</p>			
<p>Dear participant in the survey, we would like to inform you that your responses are anonymous, and no personal data will be gathered or stored. Nevertheless, considering the sensitivity of the information provided in case you have experienced school violence, and you would like to report it please contact your school psychologist/child protection focal point or speak with a trusted adult. If you don't want to report it to the above-mentioned channels you can 116 111 International Child helpline.</p>			
Part 1			
Background/Demographic Data			
	Question number	Question	Response
	1	What is your gender?	Male, Female, Non-binary, Prefer not to say
	2	What is your age group?	13-15, 16-18
	3	What is your ethnicity?	White, Romani, Asian, Latino, Black, Prefer not to say
	4	Do you consider yourself as being disabled?	Yes No Don't know
Part 2			
Gender attitudes and perceptions			
This set of questions aims to explore your beliefs around gender roles and societal expectations based on the gender as perceived by the individual.			
	Question number	Question	Response



	5	Girls should have long hair and dress ladylike	Strongly agree, Agree, Neutral, Disagree, Strongly Disagree
	6	Boys who cry are considered weak	Strongly agree, Agree, Neutral, Disagree, Strongly Disagree
	7	Girls need more protection than boys	Strongly agree, Agree, Neutral, Disagree, Strongly Disagree
	8	Boys should always defend themselves even if it means fighting	Strongly agree, Agree, Neutral, Disagree, Strongly Disagree
	9	A mother should tolerate violence from the father in order to keep the family together	Strongly agree, Agree, Neutral, Disagree, Strongly Disagree
	10	Boys, men should never do housework such as cleaning and cooking	Strongly agree, Agree, Neutral, Disagree, Strongly Disagree
	11	It is more important for boys than girls to perform well in school	Strongly agree, Agree, Neutral, Disagree, Strongly Disagree
	12	It is acceptable for a boy to act or dress more like a girl	Strongly agree, Agree, Neutral, Disagree, Strongly Disagree
	13	It is acceptable for a girl to act or dress more like a boy	Strongly agree, Agree, Neutral, Disagree, Strongly Disagree
	14	Girls who have more boyfriends are considered bad girls	Strongly agree, Agree, Neutral, Disagree, Strongly Disagree
	15	It is acceptable for a boy to hit his girlfriend	Strongly agree, Agree, Neutral, Disagree, Strongly Disagree
Part 3			
School climate			
This set of questions aims to explore the current and/or lived experiences you had in your school environment in relation to gender-based issues and behaviours.			
	Question number	Question	Response
	16	Students treat each other with respect	Always, Often, Sometimes, Rarely, Never, Don't know
	17	Teachers treat girls and boys equally	Always, Often, Sometimes, Rarely, Never, Don't know



	18	Students feel safe at the school	Always, Often, Sometimes, Rarely, Never, Don't know
	19	Teachers listen when students come to them with their problems	Always, Often, Sometimes, Rarely, Never, Don't know
	20	Teachers or school officials take action when students report violence	Always, Often, Sometimes, Rarely, Never, Don't know
	21	Students report incident(s) of violence	Always, Often, Sometimes, Rarely, Never, Don't know
	22	Students threaten other students and call them names	Always, Often, Sometimes, Rarely, Never, Don't know
	23	Violence is a problem	Always, Often, Sometimes, Rarely, Never, Don't know
Part 4	Occurrence of Physical Violence - Did this happen to you at school or around school?		
	This set of questions aim to help us understand if violent incidents are happening regularly in the school environment and your thoughts and feelings around the issue of violence in school settings.		
	Question number	Question	Response
	25	Do you think incidents like someone shouting things at other classmates in public, making them feel embarrassed are frequent in your school and/or around school settings?	Many times, Few times, Once, Never, Don't know
	26	Have you ever heard or witnessed manifestations of physical violence as someone hitting another peer with a hand or any type of object?	Many times, Few times, Once, Never, Don't know
	27	Have you ever seen/heard or experienced of someone breaking or ruining something of yours or some other's peer on purpose?	Many times, Few times, Once, Never, Don't know
	28	Do you think pushing someone on purpose is common in your school settings?	Many times, Few times, Once, Never, Don't know



	29	In your school do peers say mean things to each other or call each other with names that they don't like?	Many times, Few times, Once, Never, Don't know
	30	Do you think there are students in your school that are left out from group of friends, games, or activities?	Many times, Few times, Once, Never, Don't know
	31	Have you noticed if students in you school make mean comments about other students' body, or clothes?	Many times, Few times, Once, Never, Don't know
	32	Have you ever heard of peers receiving SMSs or video messages with sexual jokes or love proposals that they didn't want?	Many times, Few times, Once, Never, Don't know
	33	Do you think peers call each other with names that are related to their alleged sexual identity?	Many times, Few times, Once, Never, Don't know
	34	Have you ever witnessed that someone touched one of your peers in body parts he/she did not want to?	Many times, Few times, Once, Never, Don't know
	35	Do you think based on your current information and knowledge that children at your age are exposed to sexual abusive behaviours?	Many times, Few times, Once, Never, Don't know



Annex 2 - Online Questionnaire School Staff

CARING - Online Questionnaire - School Staff			
<p>Terre des hommes is a worldwide organisation whose aim is to protect children and improve their well-being. The organisation is planning to implement a project, called CARING in your school. The project aims to reduce gender-based violence in and around your school. It will train teachers, school staff and implement exercises with you and other young people to become aware of school-related gender based violence and empower you to be able prevent and manage such cases.</p>			
<p>This questionnaire is part of a Need Assessment exercise that aims to measure your knowledge, behaviour and opinion on gender and school related gender-based violence. From this data, people, who work on this project will understand your knowledge and opinion on gender and school-related gender based violence and they will create training materials and exercises that will help you to prevent and manage school-related gender-based violence.</p>			
Part 1		Background/Demographic Data	
	Question number	Question	Response
	1	What is your gender?	Male, Female, Non-binary, Prefer not to say
	2	What is your age group?	19-24, 25-49, 50-
	3	What is your ethnicity?	White, Romani, Asian, Latino, Black, Prefer not to say
	5	Do you consider yourself to be disabled?	Yes, No, Don't know
	6	How many years have you worked as a teacher/school management staff?	write number
	7	How many years have you been working in this school?	write number
Part 2		Gender attitudes and perceptions	
<p>This set of questions aims to explore your beliefs around gender roles and societal expectations based on the gender as perceived by the individual.</p>			
	Question number	Question	Response



	8	Girls should have long hair and dress ladylike	Strongly agree, Agree, Neutral, Disagree, Strongly Disagree
	9	Boys who cry are considered weak	Strongly agree, Agree, Neutral, Disagree, Strongly Disagree
	10	Girls need more protection than boys	Strongly agree, Agree, Neutral, Disagree, Strongly Disagree
	11	Boys should always defend themselves even if it means fighting	Strongly agree, Agree, Neutral, Disagree, Strongly Disagree
	12	Boys, men should never do housework such as cleaning and cooking	Strongly agree, Agree, Neutral, Disagree, Strongly Disagree
	13	It is more important for boys than girls to perform well in school	Strongly agree, Agree, Neutral, Disagree, Strongly Disagree
	14	It is acceptable for a boy to act or dress more like a girl.	Strongly agree, Agree, Neutral, Disagree, Strongly Disagree
	15	It is acceptable for a girl to act or dress more like a boy	Strongly agree, Agree, Neutral, Disagree, Strongly Disagree
	16	Girls who have more boyfriends are considered bad girls	Strongly agree, Agree, Neutral, Disagree, Strongly Disagree
	17	When girls and boys are dating, it is important that the girl does what the boy wants her to do	Strongly agree, Agree, Neutral, Disagree, Strongly Disagree
	18	It is acceptable for a boy to hit his girlfriend	Strongly agree, Agree, Neutral, Disagree, Strongly Disagree
Part 3	School climate		
	This set of questions aims to explore the current and/or the lived experiences you had in your school environment in relation to gender-based issues and behaviours.		
	Question number	Question	Response
	19	Students treat each other with respect	Always, Often, Sometimes, Rarely, Never, Don't know



	20	Teachers treat girls and boys equally	Always, Often, Sometimes, Rarely, Never, Don't know
	21	Students feel safe at school	Always, Often, Sometimes, Rarely, Never, Don't know
	22	Teachers listen when students come to them with their problems	Always, Often, Sometimes, Rarely, Never, Don't know
	23	Teachers or school officials take action when students report violence	Always, Often, Sometimes, Rarely, Never, Don't know
	24	Students report incident(s) of violence	Always, Often, Sometimes, Rarely, Never, Don't know
	25	Students threaten other students and call them names	Always, Often, Sometimes, Rarely, Never, Don't know
	26	Violence is a problem	Always, Often, Sometimes, Rarely, Never, Don't know

Part 4

Disciplinary Practices - Reward

This set of questions aims to explore the attitudes in relation to reward patterns and methods applied in the school community.

	Question number	Question	Response
reward	27	When a student does well in your class (for example, answering a difficult question or doing well on an exam), what do you do to reward the student?	Praise the student publicly, Tell the student's parents, Reward the student with a gift, Other - specify
reward	28	How often did you - Praise a student publicly - in the past school term?	Once, Few times, Many times, Don't know
reward	29	How often did you - Tell the student's parents that he/she did well - in the past school term?	Once, Few times, Many times, Don't know
reward	30	How often did you - Reward a student with a gift- in the past school term?	Once, Few times, Many times, Don't know
reward	31	How often did you - Reward the student in any other way - in the past school term?	Once, Few times, Many times, Don't know



Part 5			
Disciplinary actions - Punishment			
This set of questions aims to explore attitudes in relation to punishment patterns adopted in the school environment.			
Question number	Question	Response	
32	When a student misbehaves (for example, not paying attention, answering incorrectly, talking back in class) what do you do to discipline the student?	Discuss with the student, Discuss with the student's parents, Send the student to the principal/head teacher, Recommend that the student is be suspended, Shout or yell at the student, Make the student to do extra tasks at school, Other-specify	
33	How often did you - Discuss with the student - in the past school term?	Once, Few times, Many times, Don't know	
34	How often did you - Discuss with the student's parents - in the past school term?	Once, Few times, Many times, Don't know	
35	How often did you - Send the student to the principal/headteacher - in the past school term?	Once, Few times, Many times, Don't know	
36	How often did you - Recommend the student to be suspended - in the past school term?	Once, Few times, Many times, Don't know	
37	How often did you - Shout or yell with the student - in the past school term?	Once, Few times, Many times, Don't know	
38	How often did you - Make the student to do extra tasks at school- in the past school term?	Once, Few times, Many times, Don't know	
39	How often did you - Punish the student in any other way - in the past school term?	Once, Few times, Many times, Don't know	



Annex 3 - Focus Group Discussions for Students

Exercise 1 - Identifying Violence and the reasons behind Gender Based Violence – 35 minutes

In this exercise tell student participants that now we will talk about violence more specifically about gender-based violence that are more likely to happen to boys and girls.

1. *5 minutes* - Ask participants to **think about all types of violence that come into their mind** and “throw in” the words. The notetaker should record all types of violence participants mentioned either on a flipchart or on in a digital format. The aim is to have a well-documented list on the types of violence children, young participants mention.

If they need help, you can list a few types of violence such as:

- Physical abuse (hitting, fighting, biting, kicking, pulling hair etc.)
 - Sexual assault (touching, sexting, posting inappropriate photos on the internet, grooming, rape)
 - Bullying (calling each other names, humiliating each other, threats, insults etc.)
 - Cyber bullying
 - Destroying property e.g., someone’s mobile phone
 - Marginalisation - discrimination and exclusion based on race, ethnicity, sexual orientation, age, social status, religion, disability, stigmatised illness, displacement.
2. *5 minutes* – Ask participants **which of the listed types of violence occur most often in their school or around their school**, ask them **to tell examples** without names. The notetaker should record the examples.
 3. *5 minutes* - Divide participants into two groups by creating breakout room in Zoom, if possible, in each group there should be boys and girls too. Each breakout room discussion should be facilitated, one by the FGD facilitator and the other by the notetaker/support staff. **Group 1 should list as many types of violence that rather affect girls as they can, and Group 2 should list as many types of violence that affect boys as they can.** Each facilitator should record the types of violence students mention.

4. Violence against girls/women

3 minutes - Once they are ready, ask Group 1 to present their ideas

2 minutes - Ask Group 2 if they could add anything to else to Group 1’s ideas

5 minutes - Ask both Groups **Why do they think that these types of violence happen more to girls?**
Ask both Groups **Where do these types of violence happen?**

Don’t forget to record their answers.

Violence against boys/men

3 minutes - Ask Group 2 to present their ideas

2 minutes - Ask Group 1 if they could add anything to else to Group 2’s ideas



5 minutes - Ask both Groups ***Why do they think that these types of violence happen more to boys?***

Ask both Groups ***Where do these types of violence happen?***

Don't forget to record their answers.

Exercise 2 Scenarios - Mapping student's ability to prevent and/or manage GBV cases – 35 minutes

This exercise will explore how participants would behave in case they witnessed or experienced different types of GBV. The following list will include scenarios that may be too sensitive to discuss with children. It is up to the facilitator judgement to pick the right scenarios. Select at least 6 scenarios to talk about.

It is not necessary that all participants answer to each question, but make sure that everyone speaks at least once.

Questions to ask:

What would you do if you witnessed....?

What would you do to if you experienced.....?

Scenarios

- 1. The boys in your class regularly call one of the girls names that she does not like and that describe her physical appearance, body.*
- 2. You witness 3 boys of your school beating another boy in the nearby park.*
- 3. Your best friend's boyfriend tells her that if she does not get intimate with him, she does not love him, and he will leave her.*
- 4. A guy who you like, asks you to send him a half-naked photo of you.*
- 5. Your male classmates exclude another boy from the football team because they think he is too sensitive and not boyish enough.*
- 6. Your male classmates threaten you that they will beat you up after school.*
- 7. Your girl classmates force you to kiss a guy, who likes you and they also like him.*
- 8. A girl kicks you because you left her best friend.*



If they are hesitant to answer you can help them with:

Would you tell it to anyone?

Would you interact and try to protect....?

Who would you tell about what happened to you/ what you witnessed?

If you receive answers such as:

I would not do anything...

I would just walk away as I was too afraid to be involved....

Ask these participants:

Why would not you try to help?

Why would not you tell your parents, head teacher, friends? etc.



Annex 4 – Focus Group Discussion for School Staff

First, I would like to ask you some general questions about how peer to peer violence happens in the school.

Exercise 1: Mapping peer-to-peer violence and gender-based violence in the school 20 minutes

1. What sort of peer-to-peer violence are most common in your school? (*Ask for specific examples*)

Prompt the discussion around the following categories:

- **Physical abuse** e.g. (biting, hitting, kicking, hair pulling, shoving, etc.)
- **Sexually harmful behavior/sexual abuse** e.g. (inappropriate sexual language, touching, sexual assault, sexting, posting sexual pictures online etc.)
- **Bullying** (name calling, threats, spreading rumors, making fun of someone, insults, etc.)
- **Cyber bullying** online
- **Discrimination** against children with disabilities, special educational needs, ethnic minorities, children with different cultural and religious background
- **Exclusion** from friend groups

2. What causes, triggers the violent behavior of students in your school? Where and when do these cases happen? *15 minutes (Ask for specific examples)*

Prompt the discussion around the following categories:

- **Psycho-individual causes** (low frustration tolerance, impulsivity, difficulties in adapting to school discipline, negative self-image, emotional instability, lack or insufficient development of self-control mechanisms, tendency towards addictive behaviour, poor empathic capacity)
- **Family causes: socio-affective climate** (strained relations between parents, violent attitudes of parents towards the child, environment lacking emotional security); family type (students coming from disorganized families)
- **School causes:** communication difficulties between pupils and teachers, imposition of authority by teachers, authoritarian teaching styles of teachers, distortions in the evaluation of pupils.
Causes induced by the social context: media, crisis of values, friends and entourage outside school

3. Now let's discuss how violence manifests for boys and for girls.

- a) Can you tell me what kinds of incidents of violence against girls take place in your school? Where does it often happen? (*Ask for specific examples*)
- b) What about boys, are there specific types of violence that they experience? Where does it often happen? (*Ask for specific examples*)



In case you do not get an answer at the questions above, try to ask the following question:

- c) *Can you describe any situations when boys say things to girls that make them uncomfortable?*

Prompt the discussion around the following categories:

- **Physical abuse** e.g. (biting, hitting, kicking, hair pulling, shoving, etc.)
- **Sexually harmful behavior/sexual abuse** e.g. (inappropriate sexual language, touching, sexual assault, sexting, posting sexual pictures online etc.)
- **Bullying** (name calling, threats, spreading rumors, making fun of someone, insults, etc.)
- **Cyber bullying** online
- **Discrimination** against children with disabilities, special educational needs, ethnic minorities, children with different cultural and religious background
- **Exclusion** from friend groups

Exercise 2: Mapping teachers', school management's ability to tackle GBV cases - 20 minutes

Building on the scenarios, different types of GBV cases happened in your school, we will discuss how you reacted, or how would you have reacted.

What did you do to manage the case/ in case you did not witness it, what would you do to manage, prevent this case?

In case they are hesitant to answer, you can discuss the below scenarios. Make sure to select at least 5 scenarios and make every comment on at least 1.

Scenarios:

1. *If one of your girl students told you that boys from a higher-grade class threatened his boyfriend that they will beat him up after school.*
2. *If you heard girls bullying, calling a boy different names, describing his clothes, outfit the way that is humiliating for the boy?*
3. *If you noticed that one of your girl students is extremely quiet, withdrawn and always alone?*
4. *If you got to know that half of the class is laughing at one of the girls, who sent a half-naked photo of her to one of the boys and the boy forwarded it to his friends?*
5. *If you saw boys excluding one of their boy classmates because he paints his fingernails and less boyish?*
6. *If you heard some boys calling a girl, who apparently had more boyfriends, names using inappropriate language?*
7. *If you saw a girl slapping his ex-boyfriend on the face?*



Exercise 3: Mapping teachers', school management's preparedness to tackle GBV cases - 15 minutes

Now I would like to discuss about what the school does to keep pupils safe.

Open-ended questions

1. Are there any procedures, policies at the school level to prevent peer-to-peer violence and GBV from happening? (*We want to understand if there are any functional procedures/mechanisms put in place by the school to prevent violence*)

If yes – How do such procedures look like? Do you think they are useful? Why? Why not? How often do you use such procedures?

If no – Do you think such procedures would be helpful?

2. Is there a group within the school that pupils who experienced violence can receive support from?

If yes – Who are these people? What are their responsibilities? And how are they selected?

If no – Do you think such a group would be helpful?

3. What initiatives do you think would be the most efficient to tackle peer to peer GBV in your school? Why?



Annex 5 – Consent Form for Student’s Parents, Foster Parents

Consent Form for parents and/or official foster parents, whose children will take part in the Need Assessment of the CARING project

Location:

Time of Assessment:

Facilitator(s):

The aim of this Need Assessment exercise is to measure children’s and young people’s knowledge, behaviour and opinion on gender and school related gender - based violence. From this data, people, who work on this project (CARING) will understand children’s and young people’s knowledge and opinion on gender and school-related gender-based violence and they will create training materials and exercises that will enable students and teachers to prevent and manage school-related gender-based violence. Therefore, we kindly ask your consent for allowing your child to participate in this exercise. Participating in this research does not guarantee any benefits neither for parents nor for children throughout the project. There are no right or wrong answers, we are interested to understand students’ knowledge and behaviour related to gender-based violence in and around schools. Participating students can end their participation and leave the exercise, whenever they want to, participation is voluntary, and it does not affect further services offered by Terre des hommes. Foundation

The exercise will last approximately 2 hours, they will be delivered in the school. Tasks will be explained to children beforehand and as written above they can leave any time if they wish to. All data collection will be anonymous. Other documents such as this document that includes personal data will be kept in a safe server and only the project staff can access it. Data will be stored up to 24 months maximum.

In case you have further questions in relation to this exercise, please contact:

Name: _____, Email : _____, Phone number: _____

Does your child willingly and voluntarily participate in the exercise?

Yes / No

I confirm that I have received information on the data collection, and I accept the terms and conditions of the above, furthermore I allow my child/children to participate in this exercise.

Name: _____

Child/Children’s name: _____

Date: _____

Signature: _____



Annex 6 – Report Structure and Content Template

RAPID ASSESSMENT - REPORT STRUCTURE/INDICATIVE CONTENT

PROJECT: add project name

GEOGRAPHIC SCOPE: add country or region

Date of the report:

Table of contents

Acronyms

I. Introduction (1-2 pages)

Scope and purpose of the assessment, intended target groups, assessment team composition and structure of the report

Assessment questions/project indicators measured

Eventual changes to the initial request (objectives, questions etc.) (if any)

II. Methodology (1-2 pages)

Description of methods used and rationale

Limitations and constraints, potential bias and mitigation measures

International standards used as reference for the assessment

III. Context: Analysis of the country/assessment context (1- 2 pages)

IV. Core sections of the report clearly divided (10-15 pages) by assessment question/indicator measured.

Presentation of the findings gathered and triangulation.

V. Conclusions & recommendations (if any) (3-4 pages) final appreciation & overall summary of findings and trends

Annexes

- ToR
- Assessment framework/analysis plan
- Data collection instrument(s) incl. consent form
- Power point presentation of the main findings and recommendations



FIND OUT MORE ABOUT THIS PROJECT:

CARING - Challenging social and gender norms to reduce violence against children in school | ChildHub - Child Protection Hub

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