



United Nations  
Educational, Scientific and  
Cultural Organization

## Terms of Reference

### Consultancy - Global analysis of school violence and bullying through a secondary analysis of the Global School-based Student Health Survey (GSHS)

UNESCO is seeking an international consultant to conduct a secondary analysis of data on school violence and bullying collected through the Global School-based Student Health Survey (GSHS).

#### Background

The Global School-based Student Health Survey (GSHS), conducted by WHO among students primarily aged 13-17 since 2003 in 117 countries as of 2016, is currently the largest source of data on school violence and bullying (SVB) at global level. Only one secondary analysis of GSHS data on the prevalence of bullying victimization among middle-school students in 19 low- and middle-income countries has thus far been conducted, which also explored the relationship between bullying, mental health and health behaviours (Fleming & Jacobsen, 2010)<sup>1</sup>. However, since then, there has not been any global secondary analysis of the data collected on SVB through the GSHS. There is an urgent need for analytical information on the status of SVB and trends in prevalence and responses worldwide in order to monitor progress towards SDG 4-related target 4.a.2 on “*safe, non-violent, inclusive and effective learning environments for all*”, and other targets related to SVB in the 2030 Agenda. Therefore, UNESCO will commission an international consultant to conduct the secondary analysis of the GSHS data related to SVB, in close collaboration with WHO, as part of its new Platform for improved collection, sharing and use of data and reporting on SVB and responses.

#### Goal

The secondary analysis of the GSHS data related to SVB will generate analytical information that will be used to:

- Develop articles for the new dedicated webpage on the monitoring of SVB hosted by UNESCO, which provides relevant, updated, and timely information on progress towards addressing SVB, as part of the Platform;
- Develop a 16-page summary infographic available in March 2018, which will inform the report of the Secretary General on bullying, as requested by the General Assembly resolution A/71/176, scheduled to be finalized in June 2018;
- Contribute to the next biennial Global Progress Report on SVB<sup>2</sup>, which will be published by UNESCO towards the end of 2018;
- Prepare one draft article that can be submitted to a peer-reviewed scientific journal;
- Establish a critical baseline against which progress towards target 4.a.2 and other targets related to SVB can be monitored.

<sup>1</sup> <https://academic.oup.com/heapro/article/25/1/73/665436/Bullying-among-middle-school-students-in-low-and>

<sup>2</sup> A separate concept note on the Global Progress Report on SVB will be available.

## Outputs

Building on the methodology of the previous analysis mentioned above (Fleming & Jacobsen, 2010), the secondary analysis of GSHS data on SVB will produce:

- Data sheets by country in Excel format that can be easily converted into user-friendly tables and infographics;
- A narrative report including analyses of data at regional and global levels.

The data and analyses will be organized and presented around the following topics:

- Prevalence of SVB (status and trends)
- Correlations between SVB and mental health status
- Correlations between SVB and risk behaviours / vulnerability (use of alcohol, tobacco and drugs; sexual behaviours; dietary behaviours)
- Correlations between SVB and protective factors (support at school, parents' regulation)
- School responses to violence and bullying – data from core expanded questions on teaching on how to protect oneself from physical violence, sexual violence and bullying

Annex 1 describes in details the GSHS data on SVB collected through two types of questionnaires: the core questionnaire and the core- expanded questionnaire, which include 10 thematic modules related to health-related behavior and risk factors, and particularly one module on “Violence and Unintentional Injury”.

Annex 2 lists all core and core-expanded questionnaire modules and questions/variables relevant to SVB included in the GSHS, as well as questions to be considered for the analysis of correlations, and tentative analysis outputs.

Wherever relevant and possible, the data will be disaggregated by age, sex and other available information on the characteristics of the respondents, to nuance the relative risks of different subgroups of students exposed to school violence and bullying. Comparison between findings of several rounds of GSHS data shall be conducted, if possible, to determine trends.

## Methodology

The consultant will access the GSHS database, extract and tabulate all data related to SVB, and conduct a statistical analysis of the prevalence of SVB, its correlations with health and risk factors and behaviours, and responses. Subsequently s/he will write narrative analyses based on the statistical findings as well as content and suggestions for developing infographics.

UNESCO will organize the development of a series of short articles based on the secondary analysis for the Platform webpage on the monitoring of SVB. The data sheets and narrative reports will also be used to develop the 16-page infographic and then to contribute as featured sections of the biennial Global Progress Report. An addition deliverable from the consultant will be an article prepared for submission to a peer-reviewed journal.

## Tasks and timeframe

Tasks & outputs	Deadlines
Inception report including: number of countries where GSHS data on SVB are available together with dates of rounds of data collection; accessibility of the database; list of questions to be used for the secondary analysis; and conceptual framework for the secondary analysis.	Mid-October 2017

<ul style="list-style-type: none"> <li>• Development of template for Excel data sheets summarizing analysis of data related to SVB to be agreed on by UNESCO and WHO</li> <li>• One-day meeting involving consultant, UNESCO and WHO staff (Paris or Geneva)</li> </ul>	End October 2017
Completion of statistical analysis of GSHS data related to SVB and production of sample Excel data sheets to be reviewed by UNESCO and WHO and	November 2017
Production of all Excel data sheets to be reviewed by UNESCO and WHO	Mid-December 2017
Development of draft narrative report based on the secondary analysis, for review by UNESCO and WHO	Mid-February 2018
Finalization of the report addressing comments by UNESCO and WHO	Mid-March 2018
Prepare one draft article that can be submitted to a peer-reviewed scientific journal	May 2018

### Required qualifications

- Familiarity with GSHS survey instruments and databases
- At least 10 years of experience in research on topics related to school violence and bullying
- Demonstrated experience in extracting and processing survey data, statistical analysis, interpretation, synthesis and reporting
- Excellent report writing skills in English
- Advanced university degree in education, social sciences or related fields
- Experience in the development of infographics is an asset

### Expression of Interest

Interested consultants should submit a cover letter, CV, and electronic copies of two publications of which they are the main authors, together with a brief proposal on the approach to and estimated costs for the assignment, to Mr. Yongfeng Liu (yf.liu@unesco.org) by COB 15 September 2017.

## Annex 1 - What data on SVB are collected through the GSHS?

The GSHS collects data through two types of questionnaires: the core questionnaire and the core-expanded questionnaire, which include 10 thematic modules related to health-related behavior and risk factors. It is up to countries to choose which modules they want to use from the two questionnaires. They can also add country-specific questions to form a self-administered questionnaire, which can be used during one regular class period.

**One of the GSHS modules focuses specifically on “Violence and Unintentional Injury”.** The core questionnaire captures physical violence and bullying, through two questions on both physical attacks and physical fights; and two questions on bullying, the first of which was included for the first time in 2009.

Question 1 - During the last 12 months, how many times were you physically attacked?

Question 2 - During the last 12 months, how many times were you in a physical fight?

Question 6 - During the past 30 days, on how many days were you bullied?

Question 7 - During the past 30 days, how were you bullied most often?

The module includes three additional questions on serious injuries, with one question asking about the major cause of the injury and proposing as a potential cause “I was attacked or abused or was fighting with someone”.

The core-expanded questionnaire on “Violence and Unintentional Injury” includes more detailed questions on school violence:

Question 5 - During the past 30 days, on how many days did you carry a weapon, such as a gun, knife, club or COUNTRY SPECIFIC OPTIONS on school property?

Question 7 - During the past 30 days, on how many days did you **not** go to school because you felt you would be unsafe at school or on your way to or from school?

Question 9 - During the past 30 days, how many times has someone threatened or injured you with a weapon, such as a gun, knife, or club, on school property?

Question 10 - During the past 30 days, how many times has someone stolen or deliberately damaged your property, such as your car, clothing, or books, on school property?

Question 12 - During the past 12 months, how many times were you in a physical fight on school property?

Question - During the past 12 months, how many times were you verbally abused by a teacher?<sup>3</sup>

Question 13 - During the past 12 months, did your teacher ever hit, slap, or physically hurt you on purpose?

Question 21 – During this school year, were you taught in any of your classes what to do if someone is trying to force you to have sexual intercourse?

Question 22 – During this school year, were you taught in any of your classes how to avoid physical fights and violence?

Question 24 – During this school year, were you taught in any of your classes how to avoid being bullied?

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<sup>3</sup> This question was included in the questionnaire between 2003 and 2008, and then dropped from the 2013 questionnaire.

**Annex 2 - SVB-related GSHS questionnaire modules and questions, and tentative outputs for secondary analysis<sup>4</sup>**

<b>Modules' Titles</b>	<b>Question/variables</b>	<b>Tentative analysis outputs</b>
Respondent demographics	<ul style="list-style-type: none"> <li>• Age (Q1)</li> <li>• Sex (Q2)</li> <li>• Grade (Q3)</li> </ul>	<ul style="list-style-type: none"> <li>• Disaggregation of relevant data by age, sex or grade</li> </ul>
Alcohol use	<ul style="list-style-type: none"> <li>• Age at first use (Q1)</li> <li>• Current alcohol use (Q2)</li> <li>• Amount of alcohol used (Q3)</li> <li>• How students get the alcohol they drink (Q4)</li> <li>• Episodes of heavy drinking (Q5)</li> <li>• Problems associated with alcohol use (Q6)</li> </ul>	<ul style="list-style-type: none"> <li>• Cross-tabulate with Module 9 SVB data to determine possible correlations between SVB and alcohol use</li> </ul>
Dietary behaviours	<ul style="list-style-type: none"> <li>• Self-reported height and weight (Q1, Q2)</li> </ul>	<ul style="list-style-type: none"> <li>• Cross-tabulate with Module 9 SVB data to determine possible correlations between SVB and physical appearance (under- or over-weight)</li> </ul>
Drug use	<ul style="list-style-type: none"> <li>• Life time drug use (Q1)</li> <li>• Age at first drug use (Q2)</li> <li>• Current drug use (Q3; Expanded Q2-5, Q7-9, Q11-13, Q15-17, Q19-21, Q23-29, Q31-32)</li> <li>• Source/availability of drug use (Q4; Expanded Q3, Q6, Q10, Q14, Q18, Q20, Q22, Q30)</li> <li>• Consequences of drug use (Expanded Q1)</li> </ul>	<ul style="list-style-type: none"> <li>• Cross-tabulate with Module 9 SVB data to determine possible correlations between SVB and drug use</li> <li>• Data on “source of drug use” might be a proxy indication for drug accessibility → unsafe environment, which might correlate with SVB</li> </ul>
Mental health	<ul style="list-style-type: none"> <li>• Feeling of loneliness (Q1)</li> <li>• Loss of sleep due to worry (Q2)</li> <li>• Suicide ideation and attempts (Q3, Q4, Q5; Expanded Q4)</li> <li>• Attachment to peers (Q6)</li> <li>• Difficult to stay focused on homework or other things (Expanded Q3)</li> <li>• Taught in skills on how to manage anger and handle stress (Expanded Q5-8)</li> </ul>	<ul style="list-style-type: none"> <li>• Cross-tabulate with Module 9 SVB data to determine possible correlations between SVB and mental health status</li> <li>• Cross-tabulate with Module 9 SVB data to determine possible correlations between SVB and skills taught for improved mental health</li> </ul>
Protective factors	<ul style="list-style-type: none"> <li>• School attendance (Q1)</li> <li>• Perceived social support at school (Q2)</li> <li>• Parent regulation and monitoring (Q3, Q4, Q5, Q6; Expanded Q2-20))</li> </ul>	<ul style="list-style-type: none"> <li>• Cross-tabulate with Module 9 SVB data to determine possible correlations between SVB and protective factors</li> </ul>
Sexual behaviours	<ul style="list-style-type: none"> <li>• Lifetime sexual intercourse (Q1)</li> <li>• Age at first intercourse (Q2)</li> <li>• Number of sexual partners (Q3)</li> <li>• Condom use (Q4)</li> </ul>	<ul style="list-style-type: none"> <li>• Cross-tabulate with Module 9 SVB data to determine possible correlations between SVB and</li> </ul>

<sup>4</sup> Based on the 2013 GSHS questionnaire.

Modules' Titles	Question/variables	Tentative analysis outputs
	<ul style="list-style-type: none"> <li>• Birth control use (Q5)</li> <li>• Sex of sexual partners (expanded Q7)</li> </ul>	<p>sexual behavior (including same-sex behavior)</p>
Tobacco use	<ul style="list-style-type: none"> <li>• Current tobacco use (Q2, Q3)</li> <li>• Age of initiation of tobacco smoking (Q1)</li> </ul>	<ul style="list-style-type: none"> <li>• Cross-tabulate with Module 9 SVB data to determine possible correlations between SVB and smoking</li> </ul>
<b>Violence and unintended injury</b>	<ul style="list-style-type: none"> <li>• Frequency of being physically attacked (Q1)</li> <li>• Frequency of participating in a physical fight (Q2, Expanded Q12)</li> <li>• Frequency of serious injuries (Q3, Expanded Q11)</li> <li>• Type and cause of most serious injuries (Q4, Q5)</li> <li>• Frequency of bullying (Q6)</li> <li>• Type of bullying (Q7)</li> <li>• Grounds of bullying (Q7)</li> </ul> <p><b>Core-expanded questions:</b></p> <ul style="list-style-type: none"> <li>• Belong to a violent group (Q1)</li> <li>• Forced sex (Q2)</li> <li>• Most serious injury in school (Q3)</li> <li>• Carrying weapons on school property (Q5, Q9)</li> <li>• Physical violence between intimate partners (Q6)</li> <li>• School absenteeism because of feeling unsafe in school (Q7)</li> </ul> <ul style="list-style-type: none"> <li>• Taught in school how to protect themselves from sexual violence (Q21)</li> <li>• Taught in school how to protect themselves from physical fights and violence (Q22)</li> <li>• Taught in school how to protect themselves from being bullied (Q24)</li> </ul>	<ul style="list-style-type: none"> <li>• Prevalence of violence and bullying, by type and grounds</li> <li>• Consequences of violence (school absenteeism)</li> <li>• Responses of school to violence, and possible correlations between the responses and the prevalence and consequences</li> </ul>