

Methodology Note: Interactive Map on School Violence Statistics

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Explore the interactive map: <https://www.cgdev.org/media/school-violence-context-low-and-middle-income-countries>

We designed an [interactive map](#) to facilitate access to country factsheets (or briefs) that provide an overview of the status of violence against children in and around schools. The country factsheets focus on providing information on three subjects: 1) the prevalence of emotional, physical, and sexual violence in and around schools, 2) the status of corporal punishment bans, and 3) the existing data gaps. This work builds on previous CGD analysis on data availability and data gaps in school violence in low- and middle-income countries (Evans et al., 2025).

This methodology note explains the protocol followed to create the country factsheets. The first four sections outline the scope of the factsheets and the international surveys prioritized in the analysis. Section five defines the school-violence indicators. Section six describes the comparative analysis, and the final section discusses the limitations of the analysis.

1. Scope: Inclusion and exclusion criteria

We developed a country factsheet for every low- and middle-income country with data on at least one form of violence in and around schools. As a result, we created a factsheet for 80% (92 out of 115) of low and middle-income countries¹: 35 countries in Sub-Saharan Africa, 25 in Asia, 10 in the Middle East and North Africa, and 22 in Latin America and the Caribbean.

The country factsheets aim to maximize coverage of school-violence-related indicators based on student reports. As a result, we prioritize nationally representative international surveys administered to students and with questions on physical, emotional or sexual violence perpetrated by students, teachers, headteachers, or other members of the school community.

We used international surveys collected between 2008 and 2023. We did not use data before 2008 for two main reasons. First, before 2008, almost no international surveys collected data on school-related violence.² Second, data before 2008 is unlikely to provide an accurate picture of the current magnitude of violence in the country.

Nine international surveys were included in the development of the factsheets. Table A.1 lists these surveys and the forms of violence covered in each survey. We excluded international surveys administered only to teachers or headteachers (PASEC, SACMEQ, TALIS), as well as national surveys (e.g., national household surveys or victimization surveys), to build on commonly used student-focused survey questions. We also excluded international surveys conducted only in high-income countries (e.g., Health Behaviour in School-aged Children).

Table A.1. Forms of violence covered by international surveys

	Bullying	Physical Attacks	Sexual Violence	Corporal Punishment
ERCE				
PISA				
PIRLS				
TIMSS				
PISA-D				
GSHS				
DHS		*		*
VACS				
MICS				**

Notes: Surveys are Regional Comparative and Explanatory Study (ERCE), Programme for International Student Assessment (PISA) and PISA for Development (PISA-D), Progress in International Reading Literacy Study (PIRLS), Trends in International Mathematics and Science Study (TIMSS), Global School Health Survey (GSHS), Demographic Health Survey (DHS), Violence Against Children Survey (VACS), Multiple Indicator Cluster Survey (MICS). *DHS surveys, from phase 4 (1997) onwards, include an optional domestic violence module with questions that would allow for measuring physical violence perpetrated by teachers and that could be used as a proxy for corporal punishment by teachers. The survey also asks about physical violence from classmates since phase 8 (2018). However, the question only asks about experiences of physical violence from age 15 onwards. Considering this constraint, we excluded this indicator from the analysis. ** We include MICS 4, 5 and 6 in our analysis. Respondents to corporal punishment questions are caretakers of children aged 1 to 14.

2. Comparability

The country factsheets present violence-related statistics based on the data sources available for each country. These sources are not directly comparable, as the surveys differ in how they frame questions about violence, the timeframes used for reporting, and the age groups targeted (see Sections 3 and 4 for details). As a result, the briefs should not be used to make comparisons between countries unless the violence indicator is measured using the same survey data.

3. Data sources

We used the supplementary dataset from Evans et al (2025) to identify which international surveys were available for each country. We also used data from the selected international surveys to

measure statistics on school-related violence and complemented our analysis with information on the legislative status of corporal punishment bans.

3.1. Evans et al. (2025)

Evans et al (2025) developed a publicly available dataset at the country-survey-year level, containing information on international surveys conducted between 2013 and 2023 that included school-violence-related questions. We used the dataset to identify available survey data and complemented it by searching for international surveys conducted between 2008 and 2012.

The dataset can be accessed through the following link:

- Wu, Dongyi, Evans, David K., Hares, Susannah, and Smarrelli, Gabriela. (2023a). 2013- 2023 International Surveys: Database of Surveys with School-Related Violence Questions [Data file and data dictionary]. Available at: <https://www.cgdev.org/sites/default/files/2023-10/wu-et-al-2023a-school-violence-survey-database.zip>

3.2. International surveys

The factsheets include data from nine international surveys. For each of these surveys, we downloaded the raw data files and constructed indicators to measure the prevalence of bullying, corporal punishment and sexual violence. Below, we describe each survey.

- **Violence Against Children Survey (VACS)**³ is a nationally representative survey with information on childhood and young adulthood experiences of violence, covering respondents aged 13 to 24 years. The survey includes questions on physical and sexual violence, as well as questions on the type of perpetrator. The latter allows us to identify whether the perpetrator is a school peer or a member of the school staff.
- **Multiple Indicator Cluster Survey (MICS)** is a nationally representative household survey with information to generate key indicators of child well-being, including questions to measure physical attacks in school and the caretakers' use of physical discipline (or corporal punishment).
- **Demographic and Health Survey (DHS)** is a nationally representative household survey with information on population, health, HIV and nutrition. The survey includes a domestic violence module for females aged 15 to 49 years, which documents experiences of physical and sexual violence perpetrated by classmates (collected since DHS Phase 8 in 2018) and teachers (collected since DHS Phase 4 in 1997).⁴
- **Global School-based Student Health Survey (GSHS)** is a school-based assessment that measures behaviours and risk factors leading to child mortality. It includes questions on bullying, and respondents are students aged, on average, 13 to 17 years.
- **International learning assessment surveys such as PIRLS, PISA, PISA-D, TIMSS, and ERCE**, aim to study home, community, school and student factors associated with learning achievement. The student questionnaires of these surveys include questions on bullying. PISA and PISA-D⁵ cover 15-year-olds, while ERCE, PIRLS, and TIMSS are grade-based samples covering one to two grades. ERCE is administered to 3rd and 6th graders, PIRLS is administered to 4th graders, and TIMSS is administered to 4th and 8th graders.

The factsheets include the most recent survey data available in each country, following the data prioritization protocol explained in Section 4.

3.3. End Corporal Punishment Dataset

We include information from the End Corporal Punishment Initiative⁶, which tracks countries' [legislative status](#) on corporal punishment bans in different settings, including the home, alternative care, daycare, schools, and penal systems.

4. Data prioritization protocol and school-related violence indicators

4.1. Survey prioritization protocol

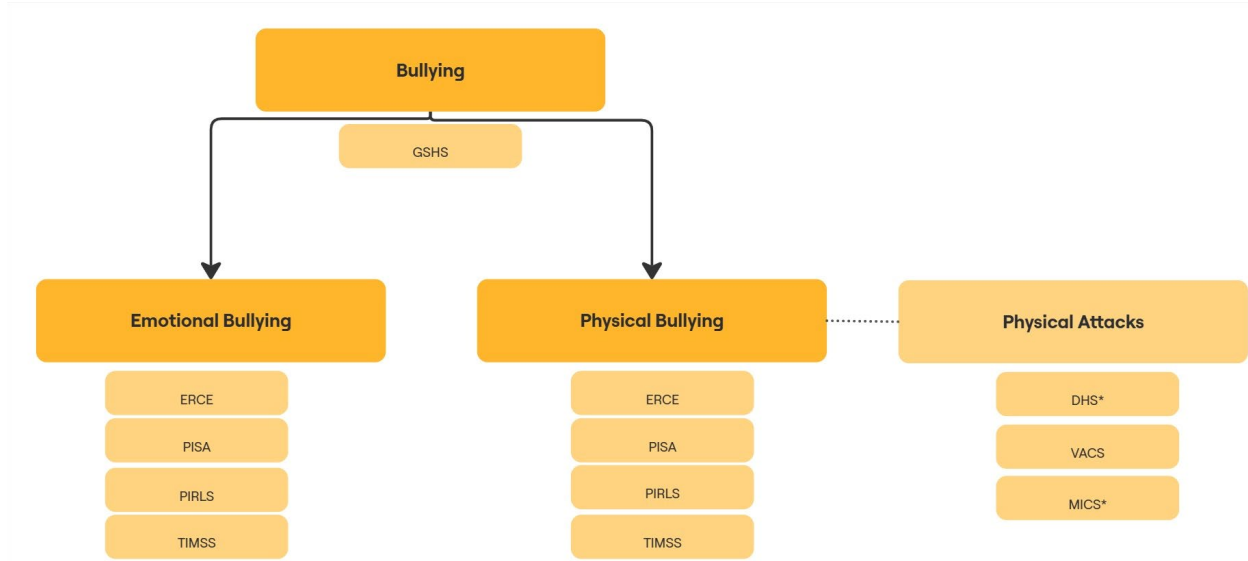
4.1.1. *Bullying from peers*

Physical bullying refers to a pattern of repetitive aggressive behaviour involving hitting, kicking, pushing, and stealing or destroying personal belongings, while emotional bullying refers to any form of isolating, rejecting, exclusion from a group, ignoring, spreading rumours, name-calling, humiliation, intimidation and threats, discrimination, and any other non-physical form of hostile treatment.

For countries with only one international survey available to measure the prevalence of bullying, we used the available survey. For countries with multiple international surveys, we prioritized surveys based on their ability to differentiate between emotional and physical bullying, and the data collection date:

- Ability to differentiate between emotional and physical bullying: GSHS⁷ only asks about bullying in general, and as a result, it is not possible to disaggregate the indicator between physical and emotional bullying. International learning assessments surveys (ERCE, PISA, PIRLS, and TIMSS) ask about physical and emotional bullying separately. If a country had data from the GSHS and an international learning assessment survey, we prioritized the latter to provide information on physical and emotional bullying. Moreover, if a country only had data from the GSHS, we used the GSHS and, to expand our understanding of the prevalence of physical forms of violence from school peers, where possible, we complemented the data from these countries with VACS or MICS⁸ questions on physical attacks.
- Data collection date: For countries with data from multiple international student learning assessment surveys, we prioritized the most recent available survey, except in Latin America and the Caribbean (LCN). In this region, the ERCE survey is available in 54% of countries, while PISA, PIRLS and TIMSS are available in 44%, 7% and 7% of LCN countries, respectively. Even though the PISA, TIMSS and PIRLS have more recent data (post-2022), we prioritized the ERCE (2019) survey as it includes data from children in two educational grades (offering more information relative to PISA) and because it is the largest and most representative survey in the region.

Figure A.1. Data availability for bullying from peers



Note: *We do not include the DHS data about physical attacks, given that it focuses on experiences from age 15 onwards. Data from MICS asks about physical attacks in the school but does not allow us to differentiate between the type of perpetrator.

Table A.2. Questions on bullying from peers

Type	Source	Survey Question	Timeframe of Perpetration
Overall Bullying	GSHS	<p>Bullying occurs when a student or group of students say or do bad and unpleasant things to another student. It is also bullying when a student is teased a lot in an unpleasant way or when a student is left out of things on purpose. It is not bullying when two students of about the same strength or power argue or fight or when teasing is done in a friendly and fun way.</p> <p><u>(Before 2018)</u></p> <p>During the past 30 days, on how many days were you bullied? [0; 1-2; 3-5; 6-9; 10-19; 20-29; all 30 days]</p> <p><u>(2018 and after)</u></p> <p>During the past 12 months, have you ever been bullied on school property? [Yes;No]</p> <p>During the past 12 months, have you ever been bullied when you were not on school property? [Yes;No]</p> <p>During the past 12 months, have you ever been cyber bullied? [Yes;No]</p>	<p>(Before 2018) Past 30 days</p> <p>(2018 and after) Past 12 months</p>

Type	Source	Survey Question	Timeframe of Perpetration
Emotional Bullying	PISA*	<p>During the past 12 months, how often have you had the following experiences?</p> <p><i>[Never or almost never; A few times a year; A few times a month; Once a week or more]</i></p> <ul style="list-style-type: none"> • Other students left me out of things on purpose. • Other students made fun of me. • I was threatened by other students. • Other students spread nasty rumours about me. 	Past 12 months
	PIRLS	<p>During this year, how often have other students from your school done any of the following things to you (including through texting or the Internet)?</p> <p><i>[At least once a week; Once or twice a month; A few times a year; Never]</i></p> <ul style="list-style-type: none"> • Made fun of me or called me names • Left me out of their games or activities • Spread lies about me • Made me do things I didn't want to do • Shared embarrassing information about me • Sent me nasty or hurtful messages online⁹ • Threatened me 	This year
	ERCE	<p>During the last month, how often have other students from your school done any of the following things to you (this could be in person, through texting or the Internet)?</p> <p><i>Grade 3:</i></p> <p><i>[A lot; A little; Never]</i></p> <ul style="list-style-type: none"> • Made fun of me or called me names • Left me out of their games or activities • Spread lies about me • Threatened me <p><i>Grade 6:</i></p> <p><i>[Every day or almost every day; Many times; Sometimes, Never]</i></p> <ul style="list-style-type: none"> • Made fun of me or called me names • Left me out of their games or activities • Spread lies about me • Made me do things I didn't want to do • Shared embarrassing information about me • Threatened me 	Last month

Type	Source	Survey Question	Timeframe of Perpetration
Physical Bullying	TIMSS	<p>During this school year, how often have other students from your school done any of the following things to you, including through texting or the Internet? <i>[At least once a week; Once or twice a month; a few times a year; Never]</i></p> <p>Grade 4:</p> <ul style="list-style-type: none"> • Made fun of me or called me names • Left me out of their games or activities • Spread lies about me • Made me do things I didn't want to do • Sent me nasty or hurtful messages online • Shared embarrassing photos of me online • Threatened me <p>Grade 8:</p> <ul style="list-style-type: none"> • Said mean things about my physical appearance (eg., my hair, my size) • Spread lies about me • Shared my secrets with others • Refused to talk to me • Insulted a member of my family • Made me do things I didn't want to do • Sent me nasty or hurtful messages online • Shared nasty or hurtful things about me online • Shared embarrassing photos of me online • Threatened me • Excluded me from their group (eg., parties, messaging) 	This year
	PISA	<p>During the past 12 months, how often have you had the following experiences in school? <i>[Never or almost never; A few times a year; A few times a month; Once a week or more]</i></p> <ul style="list-style-type: none"> • I got hit or pushed around by other students • Other students took away or destroyed things that belonged to me 	Past 12 months
	PIRLS	<p>During this year, how often have other students from your school done any of the following things to you, including through texting or the internet? <i>[At least once a week; Once or twice a month; A few times a year; Never]</i></p> <ul style="list-style-type: none"> • Damaged something of mine on purpose¹⁰ • Stole something from me • Hit or hurt me (eg., shoving, hitting, kicking) 	This year

Type	Source	Survey Question	Timeframe of Perpetration
Physical Attacks	ERCE	<p>During the last month, how often have other students from your school done any of the following things to you (this could be in person, through texting or the Internet)?</p> <p>Grade 3: [A lot; A little; None]</p> <ul style="list-style-type: none"> • Hit me (eg., pushing, hitting, kicking) <p>Grade 6: [Every day or almost every day; Many times; Sometimes, Never]</p> <ul style="list-style-type: none"> • Hit me (eg., pushing, hitting, kicking) • Stole something from me 	Last month
	TIMSS	<p>During this school year, how often have other students from your school done any of the following things to you, including through texting or the Internet?</p> <p>[At least once a week; Once or twice a month; A few times a year; Never]</p> <p>Grade 4:</p> <ul style="list-style-type: none"> • Hit or hurt me (e.g., shoving, hitting, kicking) • Damaged something of mine on purpose • Stole something from me <p>Grade 8:</p> <ul style="list-style-type: none"> • Physically hurt me • Damaged something of mine on purpose • Stole something from me 	This year
	VACS	<p>The next questions are about people your own age not including a boyfriend, husband or romantic partner. These may include, people who you may or may not know such as siblings, schoolmates, neighbours or strangers. Remember, you can ask to skip any question that you do not want to answer. Has a person your own age ever:</p> <p>A) punched, kicked, whipped, or beat you with an object?</p> <p>B) choked, suffocated, tried to drown you, or burned you intentionally?</p> <p>C) used or threatened you with a knife, gun or other weapon?</p> <p>[Yes; No; Don't know/Declined]</p> <p>The person your own age who did this to you the last time, what was this person's relationship to you?</p> <p>[Male Classmate/Schoolmate; Female Classmate/Schoolmate]</p>	Ever
	MICS 6**	<p>In the last three years, have you been physically attacked?</p> <p>If 'No', probe: An attack can happen at home or any place outside of the home, such as in other homes, in the street, at school, on public transport, public restaurants, or at your workplace.</p> <p>[Yes; No; Don't know]</p>	Last three years

Type	Source	Survey Question	Timeframe of Perpetration
		Where did this happen? [...At School]	
	DHS***	From the time you were 15 years old has anyone hit you, slapped you, kicked you, or done anything else to hurt you physically? Remember, I do not want you to include any husband or any other male partner. [Yes; No; Refused to answer] [Yes; No; Refused to answer] Who has hurt you in this way? [Schoolmate/classmate]	Ever (from age 15)

Note: *While PISA 2022 includes additional response options for psychological bullying, we focus on options available in 2018 for temporal comparability. ** MICS 6 includes a question on physical attacks, but it does not distinguish whether perpetrators were teachers or classmates. *** We do not use DHS data for physical attacks, given that it focuses on experiences from age 15 onwards.

4.1.2. Sexual violence

Sexual violence includes non-consensual completed or attempted sexual contact, non-consensual acts of a sexual nature not involving contact (sexual harassment) and any form of coercion into sexual situations. Of the nine surveys included in the analysis, only three include questions related to sexual violence: VACS, DHS, and PISA-D. We prioritized VACS when available, as it provides data on a comprehensive list of types of sexual violence, the types of perpetrators (including classmates and teachers), and the location of the incident (including whether the incident occurred within the school setting). In countries without a VACS, we used data from the DHS, which asks women aged 15 to 49 about experiences of forced sex or any other sexual acts, categorized by the types of perpetrators (including teachers and classmates¹¹). Finally, we checked if PISA-D survey data was available, although we note that this survey only asks about sexual harassment by students, teachers, or other members of the school staff in seven countries.

Figure A.2. Data availability for sexual violence

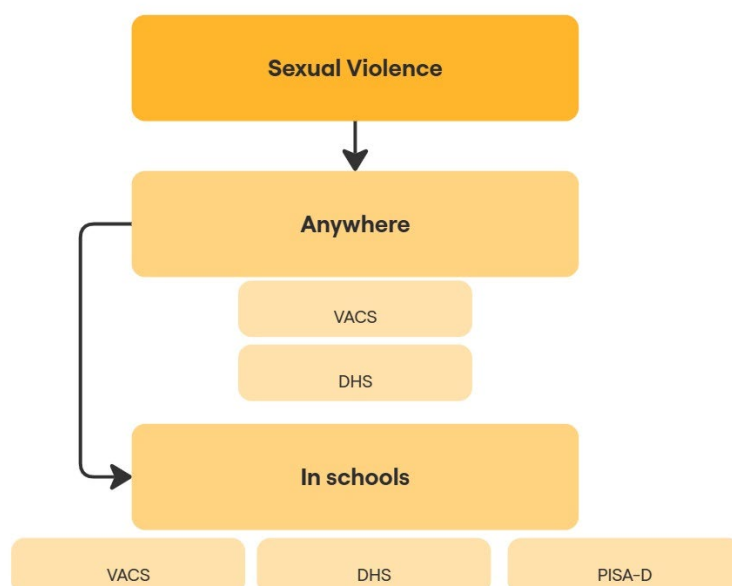


Table A.3. Sexual violence questions

Survey	Survey Question	Timeframe of Perpetration
VACS	<ul style="list-style-type: none"> • Has anyone ever touched you in a sexual way without your permission, but did not try and force you to have sex? Touching in a sexual way without permission includes fondling, pinching, grabbing, or touching you on or around your sexual body parts. [Yes; No; Don't know/Decline] • These next questions ask you about sex, by sex I mean vaginal, oral or anal sex or the insertion of an object into your vagina or anus. Has anyone ever tried to make you have sex against your will but did not succeed? [Yes; No; Don't know/Decline] • Has anyone ever physically forced you to have sex and did succeed? [Yes; No; Don't know/Decline] • Has anyone ever pressured you to have sex, through harassment, threats or tricks and did succeed? [Yes; No; Don't know/Decline] <p>What was this person's relationship to you? [Classmate/Schoolmate; Teacher;...]</p> <p>Where were you when this happened to you? [School;...]</p>	Ever in your life & Last 12 months

Survey	Survey Question	Timeframe of Perpetration
DHS	<p>At any time in your life, as a child or as an adult, has anyone ever forced you in any way to have sexual intercourse or perform any other sexual acts when you did not want to? <i>[Yes; No; Refused to answer]</i></p> <p>Who has forced you to have sexual intercourse or perform any other sexual acts that you did not want to?¹² <i>[Classmate/Schoolmate; Teacher;...]</i></p>	Ever in your life
PISA-D	<p>Q23 - Sexual harassment is any unwanted or inappropriate language or touching of a sexual nature that makes you feel upset, hurt, or angry. It can be verbal, such as comments about your body, sexual remarks, or the spreading of rumours about a person. It can be physical, such as touching, rubbing, pinching, or hugging in a sexual way. It can be a request for a sexual favour in return for something else. It can happen to both boys and girls. In the past 4 weeks, have you felt sexually harassed at school by a student? <i>[Yes; No]</i></p> <p>In the past 4 weeks, have you felt sexually harassed at school by a teacher or other staff member? <i>[Yes; No]</i></p>	Past 4 weeks

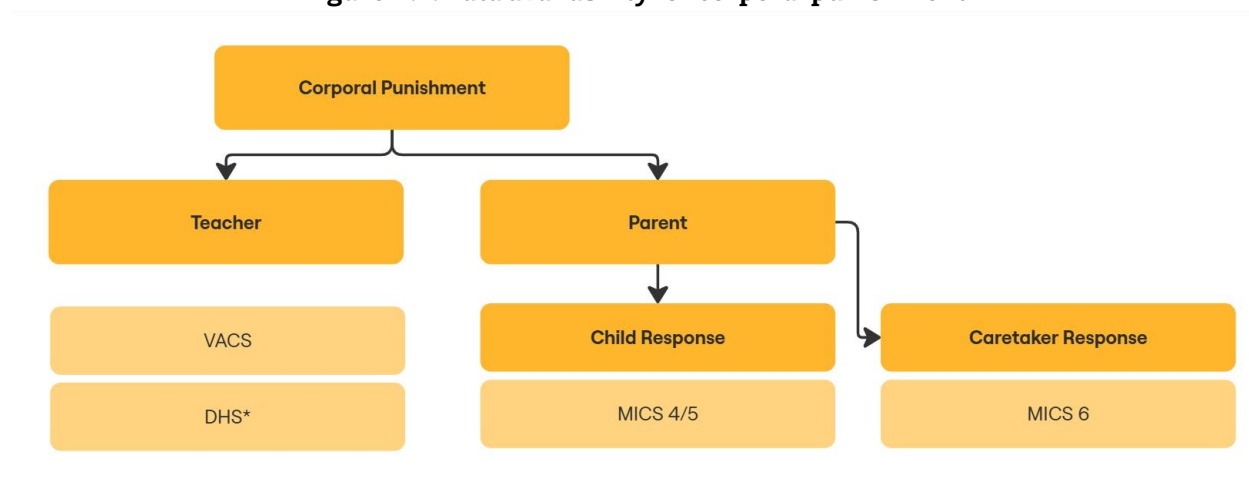
4.1.3. Corporal Punishment

We included surveys with questions to measure corporal punishment from teachers and caretakers:

- **Teachers:** VACS do not ask directly about corporal punishment, but it includes questions on physical violence perpetrated by teachers. We use this question as a proxy for corporal punishment. DHS also includes a question with information on physical violence against female students perpetrated by teachers, though it only captures incidents occurring from age 15 onwards.
- **Caretakers:** MICS (modules 4, 5, and 6) include questions on attitudes to and use of corporal punishment by caretakers.
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In countries with more than one VACS or MICS, we included the most recent survey data available in the country.

Figure A.4. Data availability for corporal punishment



Notes: *DHS survey asks about physical violence perpetrated by teachers. This could allow us to measure a proxy for corporal punishment by teachers. However, it only captures incidents occurring from age 15 onwards. Considering this constraint, we excluded this indicator from the analysis.

Table A.4. Corporal punishment questions

Survey	Survey Question	Timeframe of Perpetration
VACS	<p>Has one of these people ever: [Yes;No]</p> <ul style="list-style-type: none"> Slapped, pushed, shoved, shook, or intentionally threw something at you to hurt you? Punched, kicked, whipped, or beat you with an object? Strangled, smothered, tried to drown you, or burned you intentionally? <p>The adult in the community who did this to you the last time, what was this person's relationship to you? [... Female teacher; Male teacher]</p>	<p>Ever in your life & last 12 months</p>
MICS*	<p>Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used. Please tell me if you or any other adult in your household has used this method with (name) in the past month.</p> <ul style="list-style-type: none"> Shook (him/her). Spanked, hit or slapped (him/her) on the bottom with bare hand. Hit (him/her) on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object. Hit or slapped (him/her) on the face, head or ears. Hit or slapped (him/her) on the hand, arm, or leg. Beat (him/her) up, that is hit (him/her) over and over as hard as one could. 	<p>In the past month</p>

Survey	Survey Question	Timeframe of Perpetration
DHS**	From the time you were 15 years old has anyone hit you, slapped you, kicked you, or done anything else to hurt you physically? Remember, I do not want you to include any husband or any other male partner. [Yes; No; Refused to answer] [Yes; No; Refused to answer] Who has hurt you in this way? [Teacher]	Ever (from age 15)

Note: *We excluded the following two response options from the corporal punishment indicator: "Shouted, yelled at or screamed at (him/her)" and "Called (him/her) dumb, lazy or another name like that". MICS includes both items to measure parents' discipline, but we excluded them to focus on physical forms of discipline. ** We do not create an indicator using DHS data, given that it focuses on experiences from age 15 onwards.

4.2. Indicators

In the table below, we explain how we measure the school violence-related indicators included in the country factsheets.

Table A.5. Indicators measurement

Indicator	Survey source	Formula
Bullying from Peers	GSHS	<i>(Before 2018)</i> Numerator: Number of children aged 13 to 17 who were bullied in the last 30 days. ¹³ Denominator: Total number of children ages 13 to 17.
		<i>(2018 and after)</i> Numerator: Number of children aged 13 to 17 who were bullied in the last 12 months. ¹⁴ Denominator: Total number of children ages 13 to 17.
Emotional Bullying from Peers	ERCE	3rd grade: Numerator: 3 rd graders who indicated experiencing at least one form of emotional bullying (please see Table A2 for the full list) either <i>a little or a lot</i> during the last month. Denominator: Total 3 rd Graders.
		6th grade: Numerator: 6 th graders who indicated experiencing at least one form of emotional bullying (please see Table A2 for the full list) either <i>every day or almost every day, many times or sometimes</i> during the last month. Denominator: Total 6 th Graders.
	PISA	Numerator: 15-year-olds who responded to at least one form of emotional bullying (please see Table A2 for the full

Indicator	Survey source	Formula
		list) either a few times a year, once or twice a month, or once a week in the last 12 months. Denominator: Total 15-year-olds.
	TIMSS	4th grade: Numerator: 4 th graders who responded to at least one form of emotional bullying (please see Table A2 for the full list) either a few times a year, once or twice a month, or once a week over the year. Denominator: Total 4 th graders. 8th grade: Numerator: 8 th graders who responded to at least one form of emotional bullying (please see Table A2 for the full list) either a few times a year, once or twice a month, or once a week over the year. Denominator: Total 8 th graders.
	PIRLS	Numerator: 4 th graders who responded to at least one form of emotional bullying (please see Table A2 for the full list) either a few times a year, once or twice a month, or once a week over the year. Denominator: Total 4 th graders.
Physical Bullying from Peers	ERCE	3rd grade: Numerator: 3 rd graders who indicated experiencing at least one form of physical bullying (please see Table A2 for the full list) either a <i>little or a lot</i> during the last month. Denominator: Total 3 rd Graders. 6th grade: Numerator: 6 th graders who indicated experiencing at least one form of physical bullying (please see Table A2 for the full list) either <i>every day or almost every day, many times or sometimes</i> during the last month. Denominator: Total 6 th Graders.
	PISA	Numerator: 15-year-olds who responded to at least one form of physical bullying (please see Table A2 for the full list) either a few times a year, once or twice a month, or once a week in the last 12 months. Denominator: Total 15-year-olds.
	TIMSS	4th grade:

Indicator	Survey source	Formula
		<p>Numerator: 4th graders who responded to at least one form of physical bullying (please see Table A2 for the full list) either a few times a year, once or twice a month, or once a week over the year.</p> <p>Denominator: Total 4th graders.</p> <p>8th grade:</p> <p>Numerator: 8th graders who responded to at least one form of physical bullying (please see Table A2 for the full list) either a few times a year, once or twice a month, or once a week over the year.</p> <p>Denominator: Total 8th graders.</p>
	PIRLS	<p>Numerator: 4th graders who responded to at least one form of physical bullying (please see Table A2 for the full list) either a few times a year, once or twice a month, or once a week over the year.</p> <p>Denominator: Total 4th graders.</p>
Physical Attacks from Peers	VACS	<p>Numerator: Number of children aged 13 – 24 who responded “yes” to experiencing a physical attack (please see Table A2 for the list of response options) ever in their life before age 18.</p> <p>Denominator: Total number of children aged 13 – 24.</p>
	MICS	<p>Numerator: Number of children aged 15 – 19 who responded “yes” to being physically attacked in the last 3 years at school.</p> <p>Denominator: Total number of children aged 15 – 19.</p>
Sexual Violence anywhere	VACS	<p>Numerator: Number of children aged 13 - 24 who responded “yes” to any form of sexual violence (see Table A3 for full list) experienced ever in their lifetime before age 18.</p> <p>Denominator: Total number of children aged 13 – 24.</p>
	DHS	<p>Numerator: Number of women aged 15 - 19 who responded “yes” to being forced to perform sexual intercourse or any other sexual acts in their lifetime.</p> <p>Denominator: Total number of women aged 15 - 19 who responded to the domestic violence module.</p>
Sexual Violence in Schools	VACS	<p>Numerator: Number of children aged 13 - 24 who experienced any form of sexual violence in their lifetime before age 18 within the school setting.</p>

Indicator	Survey source	Formula
		Denominator: Total number of children aged 13 – 24 who experienced any form of sexual violence in their lifetime before age 18.
	DHS ¹⁵	<p>(DHS7 and before)</p> <p>Numerator: Number of women aged 15-19 who experienced forced sexual intercourse or other sexual acts in their lifetime perpetrated by teachers.</p> <p>Denominator: Total number of women aged 15-19 who experienced forced sexual intercourse or other sexual acts in their lifetime.</p> <p>(DHS8)</p> <p>Numerator: Number of women aged 15-19 who experienced forced sexual intercourse or other sexual acts in their lifetime perpetrated by teachers or classmates.</p> <p>Denominator: Total number of women aged 15-19 who experienced forced sexual intercourse or other sexual acts in their lifetime.</p>
	PISA-D	<p>Numerator: Number of children aged 15 who responded “yes” to feeling sexually harassed at school by students, teachers or other staff members in the last 4 weeks.</p> <p>Denominator: Total number of children aged 15.</p>
Corporal Punishment	VACS	<p>Numerator: Number of children aged 13 to 24 who responded “yes” to any form of physical abuse (see Table A4 for the full list) perpetrated by teachers ever in their lifetime before age 18.</p> <p>Denominator: Total number of children aged 13 to 24.</p>
	MICS ¹⁶	<p>Numerator: Number of children aged 1 to 17 who are reported to have experienced any physical punishment (see Table A4 for response options) over the past month.</p> <p>Denominator: Total number of children aged 1 – 17.</p>

5. Comparative analysis

As explained in Section 2, global comparisons are not possible due to differences in how existing international surveys frame questions about violence, the target population’ ages, and the timeframes for measuring perpetration (see Tables A.2, A.3, A.4, as well as Evans et al., 2025, Appendix F for details). However, it is possible to make comparisons across countries that have administered the same international survey, which is why we included a comparative analysis on the second page of the factsheets.

Below, we explain the assumptions made in our comparative analysis:

- DHS, VACS, and GSHS: These surveys are administered at different points in time across countries.¹⁷ Therefore, to ensure comparability, we prioritize data collected within a three-year window—that is, from low- and middle-income countries within three years (\pm) of the year in which the data were collected for the country being analyzed. For example, if the data from VACS were collected in 2015, we would include all other low- and middle-income countries with data from VACS collected between 2012 and 2018.
- TIMSS, PIRLS, PISA, and ERCE: These surveys are administered every 4 to 5 years at the same point in time (i.e., the same year) across all countries participating in a specific survey round. Thus, country comparisons are made between countries within the same survey round. For example, a country that participated in TIMSS 2023 is compared with other countries that were also part of the 2023 cycle.
- MICS: This survey is administered every 5 to 6 years at the same time across all countries participating in the same MICS round. However, the aggregation method¹⁸ and questions in the child discipline survey module have changed between MICS 5 and MICS 6. As a result, we compare countries with data from the same MICS module. For example, a country with MICS 5 as its most recent data will be compared with other countries that also have MICS 5, while a country with MICS 6 as its most recent data will be compared with other countries that also have MICS 6.

6. Limitations

Indicators should be interpreted at the country level, and comparability between countries is limited. Unless data between countries is from the same source, differences in data collection year, sampling, question phrasing, and age ranges make comparisons across surveys between countries challenging. We do not recommend doing regional or global benchmarks unless using the same survey data. See Section 5.

Prevalence is likely underestimated. Students generally underreport their experiences of violence, so the true prevalence of violence may be higher than the one reported in the country factsheets (Palermo et al., 2014; Tanton et al., 2023).

National surveys are not included in the analysis. The factsheets do not include data from national surveys typically conducted by national statistics offices. If readers are interested in conducting further analysis of a particular country, we recommend identifying whether the country has a nationally representative household or school survey to complement the country profile we have provided, which is based solely on international or global surveys.

The briefs do not cover some topics due to data limitations:

- **Cyberviolence:** While cyberviolence is a growing concern—especially with increased connectivity and the emergence of harmful technologies, such as AI-generated child sexual abuse material—data limitations prevent its inclusion in the factsheets. TIMSS and PIRLS include a question on cyberbullying; however, other surveys (e.g., ERCE, GSHS, PISA) do not ask specific questions about cyberbullying. Instead, they ask students to consider that some forms of violence may have occurred online (see Table A.2). Given this limitation, we do not construct dedicated indicators on cyberbullying.

- Population subgroups: Due to data limitations, we are unable to provide disaggregated information on the prevalence of violence among specific groups, including children with disabilities and LGBTQI+ students.

7. Future updates

We plan to update the country factsheets based on the availability of new data or when significant changes occur in a country, such as the enactment of a corporal punishment ban. We encourage users of the factsheets to send recommendations for improvement or report any errors to gsmarrelli@cdegv.org and ywong@cgdev.org.

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¹The income level classifications are based on the World Bank's classification of 217 countries.

²Except for Eswatini, which had a VACS in 2007, and 5 countries that had a GSHS before 2008: Botswana (2005), China (2003, subnational), Djibouti (2007), Libya (2007), and Venezuela (2003). Of these countries, only Eswatini has a factsheet because the country administered international surveys with school-related violence questions post-2007.

³ Botswana, Rwanda, and Lao PDR participated in VACS. However, the data is not publicly available. Therefore, they are excluded from analysis.

⁴ Evans et al (2025) explains that "several countries have conducted demographic and health surveys with a questionnaire and survey structure similar to the DHS, but these were not part of the DHS programme". The indicators created using DHS data only use surveys collected as part of the DHS programme.

⁵ PISA-D was administered in 9 countries: Bhutan, Cambodia, Ecuador, Guatemala, Honduras, Panama, Paraguay, Senegal, and Zambia. However, data is not available in Bhutan and Cambodia.

⁶ Hosted by the World Health Organization.

⁷ Some VACS questionnaires include a bullying question. However, this is only available in some countries such as Colombia.

⁸ MICS asks about physical attacks in the school but does not allow to differentiate between the type of perpetrator. Therefore, the physical attacks indicator might include violence perpetrated by peers and other members of the school community.

⁹ The response option, "Sent me nasty or hurtful messages online" is only available in PIRLS 2021. For temporal comparability with the 2016 assessment, it is not included in our estimates.

¹⁰ The response option, "Damaged something of mine on purpose", is only available in PIRLS 2021. For temporal comparability with the 2016 assessment, it is not included in our estimates.

¹¹ The option of "classmates" was added to DHS Phase 8 in 2018.

¹² The question has been available since DHS-8. Previously, it was phrased as: "Who was the person who was forcing you the very first time this happened?"

¹³ Sampling for GSHS considers country grade levels representative of children who are aged 13 to 17, but surveyed students can fall out of this range.

¹⁴ After 2018, GSHS includes 3 separate questions on bullying: who were bullied on school property, off school property, or cyber bullied. We used data from the three questions to measure the prevalence of bullying.

¹⁵ Before DHS-8, the question about the perpetrator focused solely on the first incident of sexual violence. Starting with DHS-8, the question no longer refers exclusively to the first incident and allows for multiple responses. As a result, DHS-8 may be more likely to capture incidents of violence that occur in schools.

¹⁶ We follow the MICS methodology, focusing only on questions related to physical forms of punishment. For MICS 4 and 5, one child aged 1 to 14 per household is selected at random to administer the child discipline module. To account for random selection, the household sample weight is multiplied by the total number of children aged 1-17 in each household. For MICS 6, the child discipline module is administered for all children

aged 1-4 in the household, and to one child aged 5 to 17 selected at random. To account for random selection, the household sample weight is multiplied by the total number of children aged 5-17 in each household.

¹⁷ Data collection efforts are typically driven by a country's system and demands. Therefore, the survey data collection years are not consistent across countries, and we prioritize (+/-) 3-year comparison windows.

¹⁸ For MICS 4 and 5, one child aged 1 – 17 years is randomly selected per household to administer child labour and/or child discipline modules. Among those randomly selected, the child discipline module is administered only to children aged 1 – 14. To account for random selection, the household sample weight is multiplied by the total number of children aged 1-17 in each household. For MICS 6, the child discipline module is administered for all children aged 1-4, and to one randomly selected child aged 5-17. To account for random selection in the latter group of children, the household sample weight is multiplied by the total number of children aged 5-17 in each household.