

## ANNEX D: Research priority setting

### Findings

#### DOMAIN DEFINITIONS

Five domains were developed to categorise research priorities. These are presented in Table 1. The domains were developed based on the results of the scoping review and refined after feedback from the Advisory Group. During the FGDs, participants shared feedback on the domains, notably that there was some cross over between them; for example, research on perceptions and norms, and impacts of GBV, were critical to 'understanding the issue'. However, there was widespread agreement that it was best to keep these domains separate to highlight attention to the areas of research required to advance the field. Other feedback included that legal frameworks should also be included in Domain 4 given the importance of national policy and legal frameworks in supporting institutional policies in higher education settings. In one FGD, a participant also noted the need to clarify the breadth of stakeholders that research needs to target in higher education institutional environments.

Table 1: Domain definitions

DOMAIN 1: Understanding the issue	DOMAIN 2: Perceptions, norms and institutional cultures	DOMAIN 3: Impacts and consequences of GBV	DOMAIN 4: GBV interventions and policies <sup>4</sup>	DOMAIN 5: Measures and methodologies
Research on understanding the different forms of GBV, prevalence of GBV, and the causes, risk factors and protective factors for GBV experience and perpetration.	Research on perceptions and attitudes towards GBV and survivors, and social norms and institutional cultures associated with GBV in higher education.	Research on the consequences and impacts of GBV in higher education settings, including health, psychosocial educational, professional and economic consequences.	Research on interventions and policies that aim to prevent, respond to and protect stakeholders from GBV in higher education settings, and processes for reporting and handling cases.	Research on ways to measure GBV in higher education settings, and methodologies for monitoring and evaluating GBV interventions and policies.

#### DOMAIN RANKING

During the FGDs, participants were asked to rank the domains from one to five according to the extent to which research in this area would help to advance their work and the wider GBV in HEIs field in the next 5 to 10 years. FGD participants highlighted that all domains were important and were related to one another. However, they shared that there were some clear priority areas for research and these varied across the groups.

The top ranked domain was Domain 2, perceptions, norms and institutional cultures (see Table 2). FGD participants highlighted different types of normative issues that research in HEIs must address. One was related to institutional cultures that could both support and hinder GBV prevention and response in higher education. For example, in the Arabic FGD, participants noted that there is a denial of the issue in HEIs the MENA region partly due to concerns about reputational risk, and that organisational cultures continue to be one of the greatest barriers to change. The other important normative issue noted was related to stigma and victim-blaming.

The second ranked domain was Domain 1, understanding the issue (see Table 2). This domain was felt to be less urgent in the English FGDs, which mirrors the results of the scoping review that showed a large body of literature on prevalence and risk factors published in English. It is notable that Domain 1 was ranked first by the French speaking group, who emphasised the importance of understanding prevalence in particular given a large gap in knowledge in this area. Other participants in the French FGD noted the usefulness of

understanding more about the different forms of GBV in HEIs, and the extent to which students and staff were aware of them, to inform interventions. The topic of the rapid spread of technology and prevalence of technology-facilitated GBV in HEIs, particularly since the COVID-19 pandemic, was also raised as an urgent area of research required under Domain 1. It is useful to read this against the lack of literature identified in French in the scoping review, reinforcing that the Francophone research field in Africa is nascent. One participant from the DRC stated: *"The subject has not been explored in the same depth as it has elsewhere. So here too, there is a need for data."*

Domains 3 and 4 were both ranked third overall. In relation to Domain 3 on Impacts and Consequences of GBV, FGD participants noted the importance of understanding educational and financial outcomes. For example, a participant in one of the English FGDs stated that:

*"People limit themselves to the physical, emotional, treatment type consequences. But within the learning institution there are real gaps in understanding the impact from a point of how does mental health affect someone's educational outcomes. How do they result in the inability to cater for ones needs, financial needs within learning institutions?"*

In relation to Domain 4 on GBV interventions and policies, it is interesting to note that while this domain was not ranked first in any of the FGDs, the issue of GBV response interventions emerged very strongly in the two English FGD, including understanding how to strengthen safe and accountable reporting mechanisms and reduce impunity. In one English FGD in particular, the issue emerged of strengthening GBV response for marginalised groups, particularly LGBTQ+ people who face specific challenges due to criminalisation of same-sex sexual relations across the region. The issue of targeting GBV response for male survivors who may face specific gendered barriers to reporting, particularly cases of sexual violence, also emerged.

The lowest ranked domain was Domain 5, measures and methodologies (see Table 2). The lower ranking of Domain 5 may be due to all four FGDs comprising fewer researchers than representatives of civil society and universities. However, participants in the French FGD noted that Domain 5 was important as it was the foundation of strong research in the other four domains and was cross cutting.

Table 2: Domain rankings from FGDs

FGD rank	DOMAIN 1: Understanding the issue	DOMAIN 2: Perceptions, norms and institutional cultures	DOMAIN 3: Impacts and consequences of GBV	DOMAIN 4: GBV interventions and policies	DOMAIN 5: Measures and methodologies
Arabic	2	1	5	3	4
English 1	4	2	1	3	5
English 2	4	1	3	2	5
French	1	2	3	4	5
Mean rank	2.75	1.5	3	3	4.75

## EXPERT RANKINGS OF RESEARCH QUESTIONS BY DOMAIN

Online survey respondents were asked to rank research questions in each domain according to priorities to advance the field in the next 5-10 years. All ranked questions per domain are included in Annex 1, and the top two per domain are presented below.

### Domain 1: Understanding the issue

The two top ranked research questions in Domain 1 are presented below. The top ranked question is related to prevalence of and factors associated with under-researched form of GBV among under-researched groups. The second ranked question is related to the characteristics of perpetrators and factors for perpetration. These rankings align with gaps identified in the scoping review, including research being concentrated on specific types of GBV, mainly sexual harassment; less evidence being generated on GBV against marginalised populations, including LGBTQI+ people and people with disabilities; and little research being conducted on perpetration.

1. What are the prevalence of and risk and protective factors for different types of GBV in higher education institutions, including under-researched forms of GBV (e.g., 'sex for grades', gender micro-

- aggressions, and technology-facilitated GBV) and among under-researched groups (e.g., LGBTQI+ individuals and people with disabilities)?
2. What are the demographic and contextual characteristics of GBV perpetrators in higher education institutions (distinguishing between staff and student offenders), and which risk and protective factors predict their likelihood of perpetration?

## Domain 2: Perceptions, norms and institutional cultures

The two top ranked research questions in Domain 2 are presented below. The top ranked question is related to normative barriers to help seeking and variations in these barriers across different intersectional groups. The second ranked question is related to how peer norms influence GBV, help seeking and intervening. This suggests that understanding barriers to help seeking is perceived to be important in the field at this moment, as is the issue of intersectionality. It is interesting to note that questions related to institutional cultures and impunity of perpetrators were ranked lower (see Annex 1), despite these themes emerging as important in the FGDs.

1. What is the impact of normative barriers—measured through indices of stigma, shame, and victim-blaming attitudes on GBV survivors' help-seeking, case reporting, and access to services in higher education institutions, and how does this vary across different intersectional groups (e.g. gender, ethnicity, disability and socioeconomic background)?
2. What role do peer norms and informal social networks play in reinforcing or mitigating GBV within higher education settings, and how do these social dynamics affect the willingness of individuals to report incidents or intervene in potential cases?

## Domain 3: Impacts and consequences of GBV

The two top ranked research questions in Domain 3 are presented below, and both are related to impacts on survivors. The top ranked question is related to the educational and professional impacts of GBV in HEIs for both students and staff, and the second ranked question is related to health, psychosocial and educational impacts of GBV according to intersectional characteristics. These rankings reinforce the need to generate evidence on educational and professional impacts of GBV, and wider gaps in research being conducted through an intersectional lens. It is interesting to note that the lower ranked three questions are all related to GBV impacts on institutions, suggesting that experts are prioritising research on the impacts of GBV on survivors.

1. What are the quantifiable short- and long-term educational and professional consequences of GBV for students and staff in higher education institutions, as measured by indicators such as academic performance, retention and graduation rates, and career progression?
2. How do the health, psychosocial, and educational impacts of GBV differ according to intersectional characteristics (e.g., age, gender, sexuality, and disability) in higher education settings?

## Domain 4: GBV interventions and policies

The two top ranked research questions in Domain 4 are presented below. The top ranked question is related to the effectiveness of GBV prevention interventions, particularly social norms interventions, among different intersectional groups. The second ranked question is related to GBV response and the effects of awareness raising campaigns on reporting and help seeking.

1. How effective are GBV prevention interventions in reducing the incidence of GBV in higher education institutions, including those targeting social norms and behaviour change, and how does this vary across intersectional groups (e.g., age, gender, sexuality, disability, and ethnicity)?
2. To what extent do GBV awareness-raising interventions, including targeted communications campaigns, in higher education settings affect the frequency of GBV reporting and the utilisation of support services?

## Domain 5: Measures and methodologies

The two top ranked research questions in Domain 5 are presented below. The top ranked question is related to standardised tools for measuring sexual harassment, including online and offline forms of harassment. The second ranked question is related to which diverse methodologies are best able to evaluate the effectiveness of GBV prevention initiatives, including non-experimental, qualitative and participatory approaches.

1. What are the most reliable / valid / sensitive standardised tools for measuring sexual harassment in higher education settings, including online and offline forms of harassment?

2. Which research methodologies including non-experimental approaches, qualitative methods, and participatory designs provide the most robust and actionable evaluation of the effectiveness of GBV prevention initiatives in higher education settings?

## RANKED RESEARCH QUESTIONS BY EXPERT CHARACTERISTICS

There were both consistencies and variations in the ranking of research questions per domain according to expert characteristics. These are described below according to domain. Full research question rankings by expert characteristics are listed in Annex 2.

### Domain 1: Understanding the issue

There was consistency between some groups of respondents in the top two research questions in Domain 1 (albeit reversed for some groups), including female, male, LGBTQI+ and HIV+ respondents, those based in North Africa and Southern Africa, and those working in universities/HEIs or as practitioners. There were some notable variations for other groups.

Respondents identifying as an ethnic minority or having a disability, those based in East Africa or the Middle East, and those working for local or national NGOs ranked the following question in first or second place: *How do intersecting identities (e.g., gender, race, ethnicity, socioeconomic status, and other minority characteristics) influence the types and drivers of GBV in higher education institutions?*

The top ranked question in Central Africa and West Africa, and among respondents working for bilateral or multilateral organisations was: *Which quantifiable factors (e.g., socio-cultural norms, institutional policies, individual demographics) significantly drive occurrences of different forms of GBV in higher education institutions?* This question was also ranked second among those working for regional or international NGOs, academic staff and researchers.

In the Middle East and among policy makers, the first ranked question in Domain 1 was: *How do the prevalence and drivers of GBV in higher education institutions evolve over time, particularly in response to changes in institutional policies or broader societal shifts?* This was the last ranked question in Domain 1 overall and was ranked low for most groups.

The top ranked question overall related to under-researched forms of GBV and under-researched groups (e.g., LGBTQI+ people and people with a disability) did not enter into the top two in the Middle East or West Africa.

### Domain 2: Perceptions, norms and institutional cultures

There was much more variation in rankings of research questions across respondent groups for Domain 2. Groups of respondents whose rankings for Domain 2 aligned with the top two research questions overall included male respondents, those based in Central Africa and the Middle East, and respondents working for international/regional NGOs or as practitioners. Notable variations are outlined below.

The top ranked question overall, related to the impact of normative barriers on help seeking, including among intersectional groups, remained in first or second rank for most groups of respondents, but was ranked much lower among respondents working for bilateral or multilateral organisations, policy makers and students.

Two research questions (outlined below) related to institutional characteristics, accountability and impunity of perpetrators were ranked third and fourth overall. However, these questions were ranked first or second by female experts, those identifying as HIV+ or an ethnic minority, experts based in North Africa, Southern Africa and West Africa, and those working as administrative staff, policy makers and students.

- *How does leadership and administrative commitment to GBV policies influence the broader institutional culture and impact perceptions of accountability, thereby affecting the prevalence of impunity for GBV perpetrators in higher education institutions?*
- *How do the roles of institutional stakeholders, organisational structures, and campus cultures correlate with levels of impunity for GBV perpetrators in higher education institutions, as evidenced by accountability measures and incident resolution rates?*

The lowest two ranked questions in Domain 2 were ranked low for most groups, with a few notable exceptions.

- The question *What is the relationship between institutionalised gender norms and the prevalence of subtle GBV manifestations, such as gender micro-aggressions, within higher*

*education settings?* was ranked first among experts with a disability and second among those based in East Africa.

- The question *What associations exist between specific social and gender norms and the incidence of GBV perpetration among both staff and students in higher education settings?* was ranked second among LGBTQI+ experts, those working in local or national NGOs and researchers.

### Domain 3: Impacts and consequences of GBV

Domain 3 is one of the domains with the most consistent rankings across groups, with the top two ranked questions overall being ranked highly across most regions and professional categories, with some notable exceptions.

- The top ranked research question overall in Domain 3, related to the professional and educational impacts of GBV, was ranked low among LGBTQI+ and HIV+ experts and those with a disability. However, all three groups ranked the second ranked question overall, related to health, psychosocial and educational impacts according to intersectional characteristics, highly.
- The second ranked question overall on health, psychosocial and educational impacts according to intersectional characteristics was ranked low among experts in North Africa, those working in bilateral or multilateral organisations, policy makers and students.

As noted previously, the lower three ranked questions are related to GBV impacts on institutions, including institutional reputation, direct and indirect institutional costs and legal and administrative repercussions. These were quite consistently ranked lower, with some exceptions.

- The question *How does GBV impact the broader campus climate and institutional reputation in higher education settings, including measures of trust in leadership, community cohesion, and overall student and staff satisfaction?* was ranked first or second in North Africa and West Africa, and among academic staff and students.
- The question *What are the direct and indirect economic costs of GBV for higher education institutions—assessed through metrics such as lost productivity, increased healthcare and support service expenditure—and how do these costs compare with the financial allocations made for GBV prevention and response initiatives?* was ranked first or second among LGBTQI+ and HIV+ experts and those with a disability, experts in East and Southern Africa, and those working for bilateral or multilateral organisations.
- The question *What are the legal and administrative repercussions for higher education institutions following GBV incidents, including litigation risks, policy reforms, and potential impacts on funding or accreditation status?* was consistently ranked low except among policy makers, who ranked it in second place.

### Domain 4: GBV interventions and policies

Domain 4 also has quite consistent rankings across groups, with the top two ranked questions overall being ranked highly across most groups. Notable exceptions are outlined below.

- The top ranked question overall on the effectiveness of prevention interventions, including across intersectional groups, was ranked low in the Middle East.
- The second ranked question overall on the impact of GBV awareness raising on GBV reporting and help seeking was ranked low in West Africa.
- The question *What is the measurable impact of implementing GBV policies in higher education institutions on reducing GBV perpetration and improving institutional accountability?* was ranked third overall but was ranked first in North Africa and among experts working in bilateral or multilateral organisations and policy makers.
- The question *What are the key organisational, cultural, and economic (resource-based) barriers and enablers that influence the implementation, effectiveness and sustainability of GBV prevention and response interventions in higher education institutions?* was ranked first or second in East Africa and among administrative experts or researchers.



It is interesting to note that the two research questions related to sustainability and scaling interventions were ranked low overall, suggesting that the field is not currently prioritising research in this area, although some exceptions were observed.

- The question *To what extent are GBV prevention and response interventions sustained and integrated into institutional policies and campus culture over the long term, and what factors contribute to their enduring adoption?* was ranked fifth overall, but the ranking was elevated to second place for LGBTQI+ and HIV+ experts and those in West Africa.
- The question *How effective is the scaling up of GBV prevention and response interventions across higher education institutions at national and regional levels?* was ranked last overall, but experts working in regional and international NGOs ranked this question in first place.

## Domain 5: Measures and methodologies

The top two ranked questions overall in Domain 5 were ranked highly across most groups with the most significant variations observed for experts from intersectional groups and policy makers.

The first ranked question overall on standardised tools for measuring sexual harassment was ranked lower among experts with intersectional identities.

- While the question *What ethical challenges and best practices can be identified for collecting sensitive GBV-related data among vulnerable populations in higher education settings and how do these influence data quality and reliability?* was ranked third overall, it was ranked first among LGBTQI+ and HIV+ experts and those with a disability, and second among those from an ethnic minority group. Experts in the Middle East and West Africa, and academic and administrative staff, also ranked this question first.

Among policy makers:

- The question *How reliable and valid are digital and remote data collection methods (e.g. online surveys, social media analytics) for measuring GBV and its outcomes in higher education settings, and what unique challenges and advantages do they offer compared to conventional approaches?* was ranked first.
- The question *Which longitudinal research designs most effectively capture the long-term impacts of GBV on educational and professional outcomes for students and staff in higher education institutions, and how do these methodologies compare in terms of data validity and reliability over time?* was ranked second.

## Annex 1: Ranked research questions by domain

Rank No.	DOMAIN 1: Understanding the issue	DOMAIN 2: Perceptions, norms and institutional cultures	DOMAIN 3: Impacts and consequences of GBV	DOMAIN 4: GBV interventions and policies	DOMAIN 5: Measures and methodologies
1	What are the prevalence of and risk and protective factors for different types of GBV in higher education institutions, including under-researched forms of GBV (e.g., 'sex for grades', gender micro-aggressions, and technology-facilitated GBV) and among under-researched groups (e.g., LGBTQI+ individuals and people with disabilities)?	What is the impact of normative barriers—measured through indices of stigma, shame, and victim-blaming attitudes—on GBV survivors' help-seeking, case reporting, and access to services in higher education institutions, and how does this vary across different intersectional groups (e.g. gender, ethnicity, disability and socioeconomic background)?	What are the quantifiable short- and long-term educational and professional consequences of GBV for students and staff in higher education institutions, as measured by indicators such as academic performance, retention and graduation rates, and career progression?	How effective are GBV prevention interventions in reducing the incidence of GBV in higher education institutions, including those targeting social norms and behaviour change, and how does this vary across intersectional groups (e.g., age, gender, sexuality, disability, and ethnicity)?	What are the most reliable / valid / sensitive standardised tools for measuring sexual harassment in higher education settings, including online and offline forms of harassment?
2	What are the demographic and contextual characteristics of GBV perpetrators in higher education institutions (distinguishing between staff and student offenders), and which risk and protective factors predict their likelihood of perpetration?	What role do peer norms and informal social networks play in reinforcing or mitigating GBV within higher education settings, and how do these social dynamics affect the willingness of individuals to report incidents or intervene in potential cases?	How do the health, psychosocial, and educational impacts of GBV differ according to intersectional characteristics (e.g., age, gender, sexuality, and disability) in higher education settings?	To what extent do GBV awareness-raising interventions, including targeted communications campaigns, in higher education settings affect the frequency of GBV reporting and the utilisation of support services?	Which research methodologies—including non-experimental approaches, qualitative methods, and participatory designs—provide the most robust and actionable evaluation of the effectiveness of GBV prevention initiatives in higher education settings?
3	Which quantifiable factors (e.g., socio-cultural norms, institutional policies, individual demographics) significantly drive occurrences of different forms of GBV in higher education institutions?	How does leadership and administrative commitment to GBV policies influence the broader institutional culture and impact perceptions of accountability, thereby affecting the prevalence of impunity for GBV perpetrators in higher education institutions?	How does GBV impact the broader campus climate and institutional reputation in higher education settings, including measures of trust in leadership, community cohesion, and overall student and staff satisfaction?	What is the measurable impact of implementing GBV policies in higher education institutions on reducing GBV perpetration and improving institutional accountability?	What ethical challenges and best practices can be identified for collecting sensitive GBV-related data among vulnerable populations in higher education settings, and how do these influence data quality and reliability?
4	How do intersecting identities (e.g., gender, race, ethnicity, socioeconomic status, and	How do the roles of institutional stakeholders, organisational structures, and campus cultures	What are the direct and indirect economic costs of GBV for higher education institutions—	What are the key organisational, cultural, and economic (resource-based) barriers and	How reliable and valid are digital and remote data collection methods (e.g. online

	other minority characteristics) influence the types and drivers of GBV in higher education institutions?	correlate with levels of impunity for GBV perpetrators in higher education institutions, as evidenced by accountability measures and incident resolution rates?	assessed through metrics such as lost productivity, increased healthcare and support service expenditure—and how do these costs compare with the financial allocations made for GBV prevention and response initiatives?	enablers that influence the implementation, effectiveness and sustainability of GBV prevention and response interventions in higher education institutions?	surveys, social media analytics) for measuring GBV and its outcomes in higher education settings, and what unique challenges and advantages do they offer compared to conventional approaches?
5	How do the prevalence and drivers of GBV in higher education institutions evolve over time, particularly in response to changes in institutional policies or broader societal shifts?	What is the relationship between institutionalised gender norms and the prevalence of subtle GBV manifestations, such as gender micro-aggressions, within higher education settings?	What are the legal and administrative repercussions for higher education institutions following GBV incidents, including litigation risks, policy reforms, and potential impacts on funding or accreditation status?	To what extent are GBV prevention and response interventions sustained and integrated into institutional policies and campus culture over the long term, and what factors contribute to their enduring adoption?	Which longitudinal research designs most effectively capture the long-term impacts of GBV on educational and professional outcomes for students and staff in higher education institutions, and how do these methodologies compare in terms of data validity and reliability over time?
6		What associations exist between specific social and gender norms and the incidence of GBV perpetration among both staff and students in higher education settings?		What are the potential unintended consequences of GBV prevention and response interventions in higher education institutions, and how can these be mitigated?	What is the feasibility and effectiveness of experimental and quasi-experimental research designs (e.g. randomised controlled trials, natural experiments) in establishing causal links between GBV prevention initiatives and changes in GBV incidence in higher education institutions?
7				How effective is the scaling up of GBV prevention and response interventions across higher education institutions at national and regional levels?	



## Annex 2: Ranked research questions by domain and survey respondent characteristics

Overall rank		Gender		Intersectionality				Sub-region						Organisation				Role					
		Female	Male	LGBTQI+	Disability	HIV+	Ethnic minority	Central Africa	East Africa	Middle East	North Africa	Southern Africa	West Africa	Bilateral/ Multilateral	International regional NGO	Local or national NGO	University / HEI	Academic staff	Admin staff	Policy maker	Practitioner	Researcher	Student
<b>DOMAIN 1</b>																							
1	What are the prevalence of and risk and protective factors for different types of GBV in higher education institutions, including under-researched forms of GBV (e.g., 'sex for grades', gender micro-aggressions, and technology-facilitated GBV) and among under-researched groups (e.g., LGBTQI+ individuals and people with disabilities)?	1	1	2	1	1	5	2	2	4	1	1	3	2	4	1	2	3	1	4	1	1	4
2	What are the demographic and contextual characteristics of GBV perpetrators in higher education institutions (distinguishing between staff and student offenders), and which risk and protective factors predict their likelihood of perpetration?	2	2	1	3	2	2	4	3	3	2	2	2	3	1	3	1	1	3	2	2	4	1
3	Which quantifiable factors (e.g., socio-cultural norms, institutional policies, individual demographics) significantly drive occurrences of different forms of GBV in higher education institutions?	4	3	4	5	5	3	1	4	5	5	4	1	1	2	4	3	2	5	3	4	2	5
4	How do intersecting identities (e.g., gender, race, ethnicity, socioeconomic status, and other minority characteristics) influence the types and drivers of GBV in higher education institutions?	3	4	3	2	3	1	3	1	2	4	5	4	5	5	2	4	4	2	5	3	3	3
5	How do the prevalence and drivers of GBV in higher education institutions evolve over time, particularly in response to changes in institutional policies or broader societal shifts?	5	5	5	4	4	4	5	5	1	3	3	5	4	3	5	5	5	4	1	5	5	2
<b>DOMAIN 2</b>																							
1	What is the impact of normative barriers—measured through indices of stigma, shame, and victim-blaming attitudes—on GBV survivors' help-seeking, case reporting, and access to services in	1	1	1	2	5	2	1	1	1	2	2	3	3	2	1	1	1	1	4	1	1	6

Overall rank		Gender		Intersectionality				Sub-region						Organisation				Role					
		Female	Male	LGBTQI+	Disability	HIV+	Ethnic minority	Central Africa	East Africa	Middle East	North Africa	Southern Africa	West Africa	Bilateral/ Multilateral	International regional NGO	Local or national NGO	University / HEI	Academic staff	Admin staff	Policy maker	Practitioner	Researcher	Student
	higher education institutions, and how does this vary across different intersectional groups (e.g. gender, ethnicity, disability and socioeconomic background)?																						
2	What role do peer norms and informal social networks play in reinforcing or mitigating GBV within higher education settings, and how do these social dynamics affect the willingness of individuals to report incidents or intervene in potential cases?	3	2	6	6	4	6	2	4	2	4	4	2	2	1	6	2	2	4	6	2	3	3
3	How does leadership and administrative commitment to GBV policies influence the broader institutional culture and impact perceptions of accountability, thereby affecting the prevalence of impunity for GBV perpetrators in higher education institutions?	2	6	4	5	1	3	4	3	4	3	5	1	4	4	3	3	3	2	2	6	5	1
4	How do the roles of institutional stakeholders, organisational structures, and campus cultures correlate with levels of impunity for GBV perpetrators in higher education institutions, as evidenced by accountability measures and incident resolution rates?	4	4	5	3	2	1	6	6	6	1	1	6	1	3	5	4	4	3	1	4	4	2
5	What is the relationship between institutionalised gender norms and the prevalence of subtle GBV manifestations, such as gender micro-aggressions, within higher education settings?	5	5	3	1	3	4	3	2	5	6	6	4	5	5	4	5	5	5	3	5	6	4
6	What associations exist between specific social and gender norms and the incidence of GBV perpetration among both staff and students in higher education settings?	6	3	2	4	6	5	5	5	3	5	3	5	6	6	2	6	6	6	5	3	2	5
	DOMAIN 3																						
1	What are the quantifiable short- and long-term educational and professional consequences of GBV for students and staff in higher education institutions, as measured by indicators such as academic performance, retention and graduation rates, and career progression?	2	1	5	5	5	1	1	3	1	2	2	3	1	1	1	2	3	2	1	1	1	2
2	How do the health, psychosocial, and educational impacts of GBV differ according to intersectional characteristics (e.g., age, gender, sexuality, and disability) in higher education settings?	1	3	2	1	2	2	2	2	2	4	3	1	4	2	2	1	1	1	5	2	2	5

Overall rank		Gender		Intersectionality				Sub-region						Organisation				Role					
		Female	Male	LGBTQI+	Disability	HIV+	Ethnic minority	Central Africa	East Africa	Middle East	North Africa	Southern Africa	West Africa	Bilateral/ Multilateral	International regional NGO	Local or national NGO	University / HEI	Academic staff	Admin staff	Policy maker	Practitioner	Researcher	Student
3	How does GBV impact the broader campus climate and institutional reputation in higher education settings, including measures of trust in leadership, community cohesion, and overall student and staff satisfaction?	3	4	3	3	4	3	3	4	4	1	4	2	5	4	3	3	2	3	4	4	4	1
4	What are the direct and indirect economic costs of GBV for higher education institutions—assessed through metrics such as lost productivity, increased healthcare and support service expenditure—and how do these costs compare with the financial allocations made for GBV prevention and response initiatives?	4	2	1	2	1	5	4	1	5	3	1	5	2	5	4	4	4	4	3	3	3	4
5	What are the legal and administrative repercussions for higher education institutions following GBV incidents, including litigation risks, policy reforms, and potential impacts on funding or accreditation status?	5	5	4	4	3	4	5	5	3	5	5	4	3	3	5	5	5	5	2	5	5	3
	DOMAIN 4																						
1	How effective are GBV prevention interventions in reducing the incidence of GBV in higher education institutions, including those targeting social norms and behaviour change, and how does this vary across intersectional groups (e.g., age, gender, sexuality, disability, and ethnicity)?	1	2	1	1	1	2	1	3	5	2	1	1	3	2	1	1	1	2	3	1	1	1
2	To what extent do GBV awareness-raising interventions, including targeted communications campaigns, in higher education settings affect the frequency of GBV reporting and the utilisation of support services?	2	1	3	2	4	4	2	1	1	3	2	6	2	4	2	2	2	3	2	2	3	2
3	What is the measurable impact of implementing GBV policies in higher education institutions on reducing GBV perpetration and improving institutional accountability?	3	4	4	6	5	1	3	4	2	1	4	4	1	5	3	3	3	4	1	3	4	4
4	What are the key organisational, cultural, and economic (resource-based) barriers and enablers that influence the implementation, effectiveness and sustainability of GBV prevention and response interventions in higher education institutions?	4	5	5	4	3	3	6	2	4	4	5	3	6	3	6	4	5	1	7	6	2	5

Overall rank		Gender		Intersectionality				Sub-region						Organisation				Role					
		Female	Male	LGBTQI+	Disability	HIV+	Ethnic minority	Central Africa	East Africa	Middle East	North Africa	Southern Africa	West Africa	Bilateral/ Multilateral	International regional NGO	Local or national NGO	University / HEI	Academic staff	Admin staff	Policy maker	Practitioner	Researcher	Student
5	To what extent are GBV prevention and response interventions sustained and integrated into institutional policies and campus culture over the long term, and what factors contribute to their enduring adoption?	6	3	2	5	2	7	5	5	7	5	3	2	7	6	5	5	4	5	5	4	6	7
6	What are the potential unintended consequences of GBV prevention and response interventions in higher education institutions, and how can these be mitigated?	7	6	6	3	6	6	4	7	3	6	6	7	4	7	4	7	6	7	4	5	5	6
7	How effective is the scaling up of GBV prevention and response interventions across higher education institutions at national and regional levels?	5	7	7	7	7	5	7	6	6	7	7	5	5	1	7	6	7	6	6	7	7	3
<b>DOMAIN 5</b>																							
1	What are the most reliable / valid / sensitive standardised tools for measuring sexual harassment in higher education settings, including online and offline forms of harassment?	2	1	5	3	4	3	1	1	5	1	1	3	1	3	1	1	2	3	3	1	3	1
2	Which research methodologies—including non-experimental approaches, qualitative methods, and participatory designs—provide the most robust and actionable evaluation of the effectiveness of GBV prevention initiatives in higher education settings?	1	3	3	2	2	1	5	2	2	2	2	2	2	1	3	2	3	2	4	2	1	4
3	What ethical challenges and best practices can be identified for collecting sensitive GBV-related data among vulnerable populations in higher education settings, and how do these influence data quality and reliability?	3	2	1	1	1	2	3	4	1	3	3	1	4	2	2	3	1	1	6	4	2	3
4	How reliable and valid are digital and remote data collection methods (e.g. online surveys, social media analytics) for measuring GBV and its outcomes in higher education settings, and what unique challenges and advantages do they offer compared to conventional approaches?	4	4	2	6	6	4	4	5	4	4	4	4	3	4	6	4	4	6	1	3	5	2
5	Which longitudinal research designs most effectively capture the long-term impacts of GBV on educational and professional outcomes for students and staff in higher education institutions,	5	6	4	4	3	5	6	6	3	6	5	5	6	5	4	5	6	4	2	5	4	5

Overall rank		Gender		Intersectionality				Sub-region						Organisation				Role					
		Female	Male	LGBTQI+	Disability	HIV+	Ethnic minority	Central Africa	East Africa	Middle East	North Africa	Southern Africa	West Africa	Bilateral/ Multilateral	International regional NGO	Local or national NGO	University / HEI	Academic staff	Admin staff	Policy maker	Practitioner	Researcher	Student
	and how do these methodologies compare in terms of data validity and reliability over time?																						
6	What is the feasibility and effectiveness of experimental and quasi-experimental research designs (e.g. randomised controlled trials, natural experiments) in establishing causal links between GBV prevention initiatives and changes in GBV incidence in higher education institutions?	6	5	6	5	5	6	2	3	6	5	6	6	5	6	5	6	5	5	5	6	6	6