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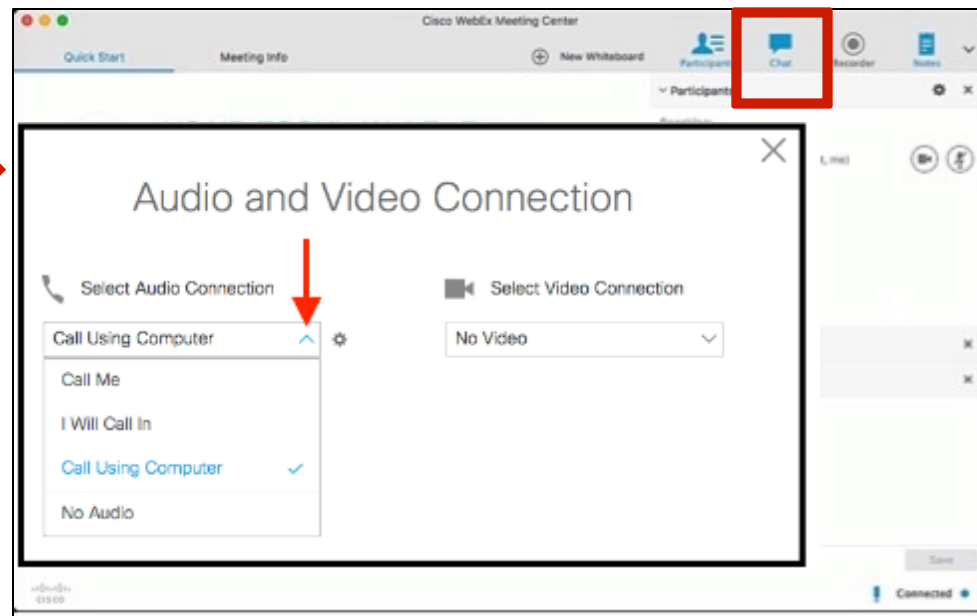
The Negative Impact of Peer Violence and Bullying on Safe Learning Environments

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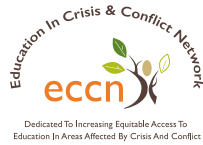
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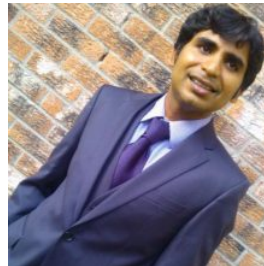
The Negative Impact of Peer Violence and Bullying on Safe Learning Environments



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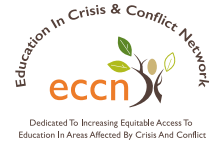
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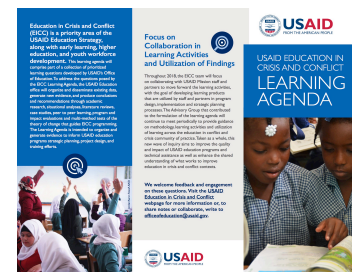
AGENDA

- Introduction - *Gwen Heaner, ECCN*
- Peer Violence and Bullying in Crisis and Conflict Settings - *Julie Hanson Swanson and Kalene Resler, USAID Africa Bureau*
- Relationship Between School Violence and Student Performance: in Botswana, Ghana, and South Africa - *Shahriar Kibriya and Jaehyun Ahn, Texas A&M University*
- Addressing Peer-to-Peer Violence and Bullying in Honduras - *Gustavo Payan, DAI Honduras*
- Remarks - *Ashley Henderson, USAID EiCC*
- Q&A Facilitation - *Gwen Heaner, ECCN*

USAID EDUCATION IN CRISIS AND CONFLICT NETWORK (ECCN) - OVERVIEW

- ECCN is a forum for collaboration, networking, information, and knowledge sharing that USAID and its implementing partners use to equitably increase access to education in crisis and conflict-affected environments.
- Priority Areas: Safer Learning Environments, Improved Programming, Enhanced Equity, & Stronger Local Institutions.

- Recent Publications:



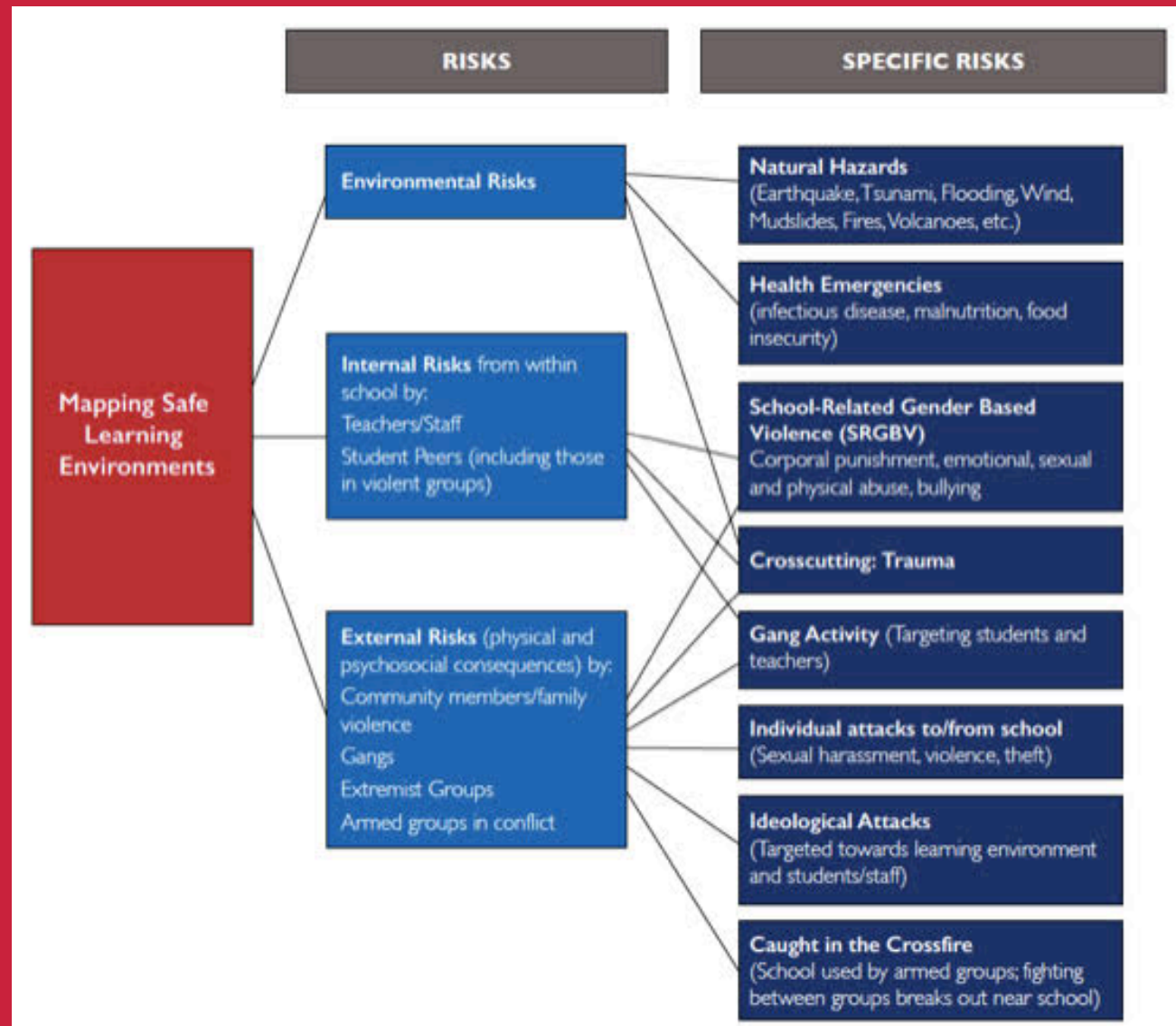
- Website:** www.eccnetwork.net. **Twitter:** @EdCCnetwork. **E-mail:** usaideccn@edc.org



Peer Violence and Bullying in Crisis and Conflict Settings

Julie Hanson Swanson and Kalene Resler
Africa Bureau, Education & Youth
Division

Children in EiCC settings face many barriers to learning.



What is Peer Violence and Bullying?

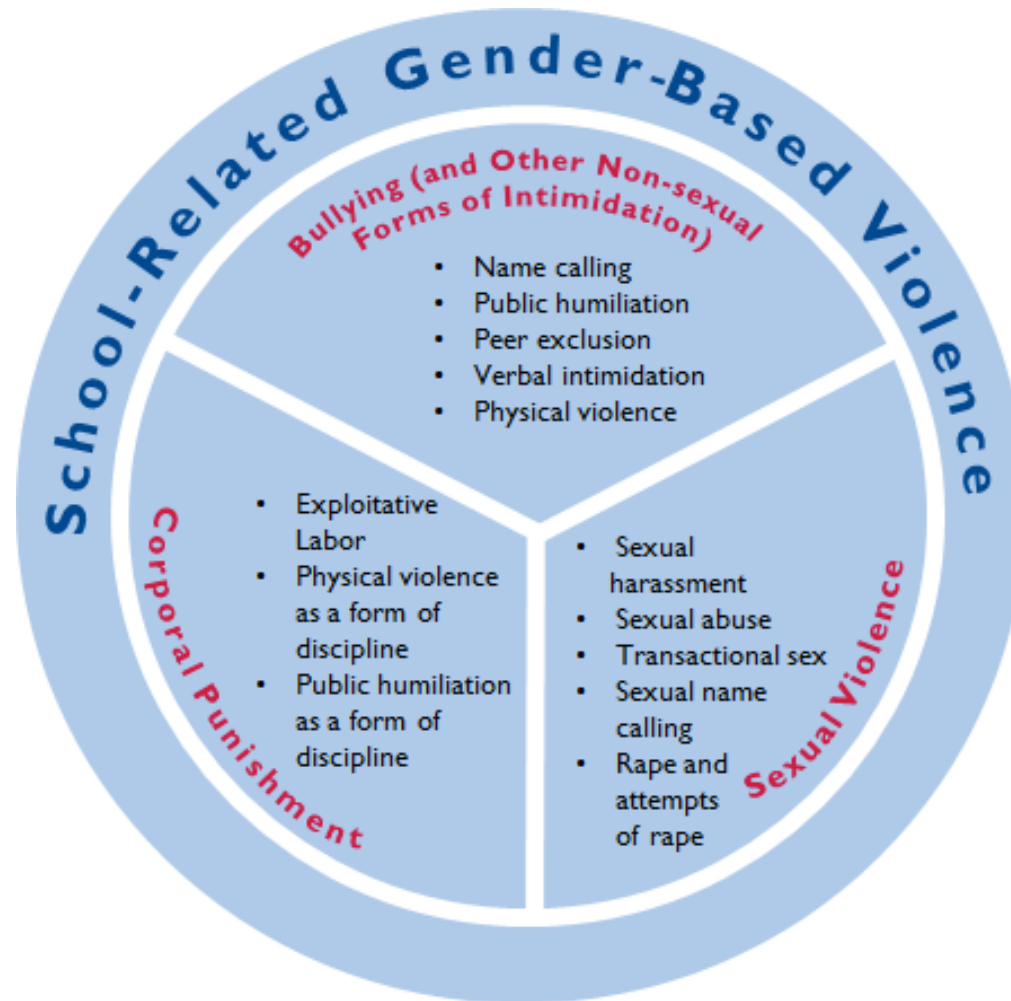
Peer/Youth violence is concentrated among children and young adults aged 10–29 years, occurs most often in community settings between acquaintances and strangers, includes bullying and physical assault with or without weapons (such as guns and knives), and may involve gang violence.

Bullying is unwanted aggressive behaviour by another child or group of children who are neither siblings nor in a romantic relationship with the victim. It involves repeated physical, psychological or social harm, and often takes place in schools and other settings where children gather, and online.



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Bullying and Peer Violence are forms of School-Related Gender-Based Violence.





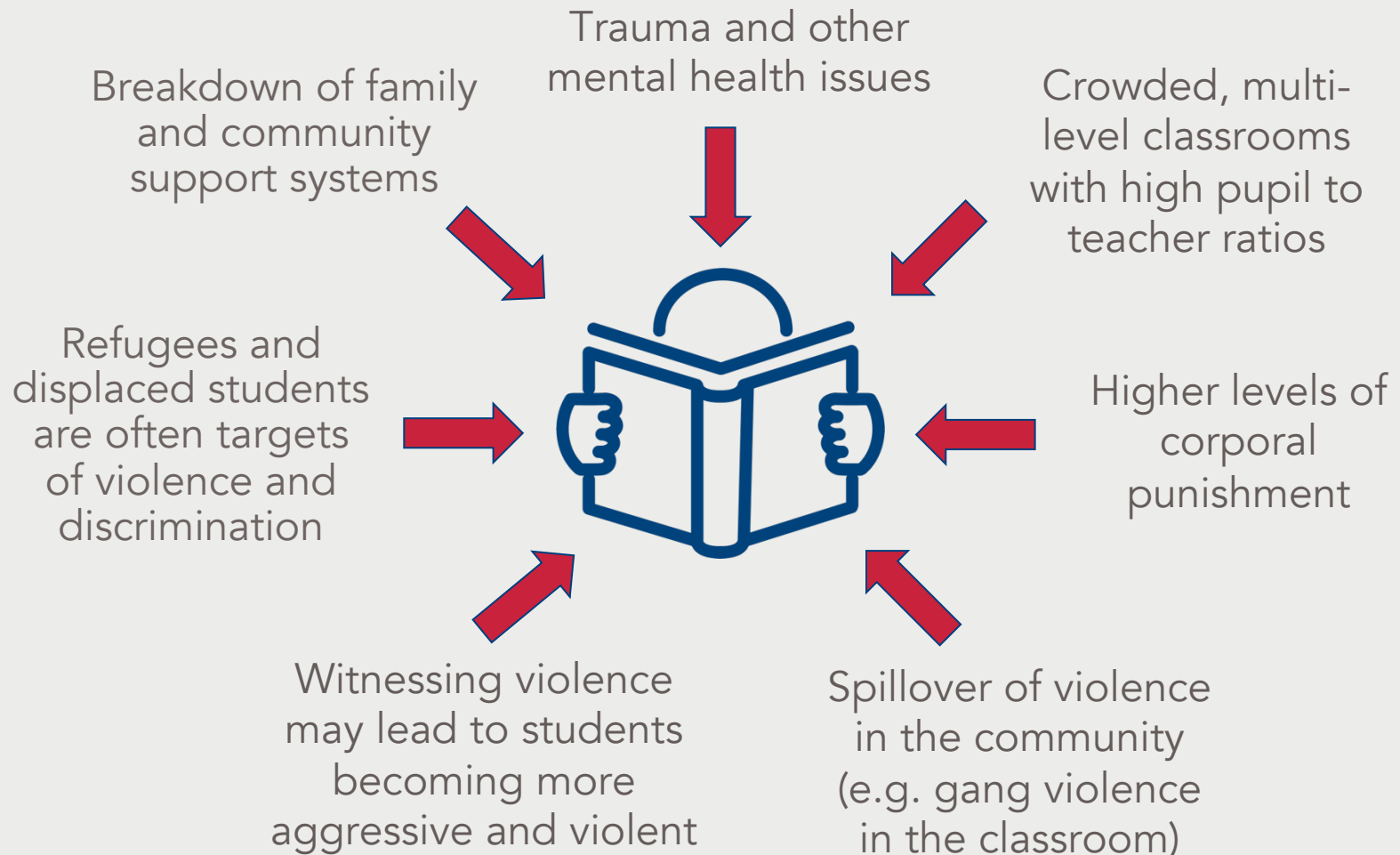
BULLYING and PEER VIOLENCE

Gender discriminatory norms

Social Norms

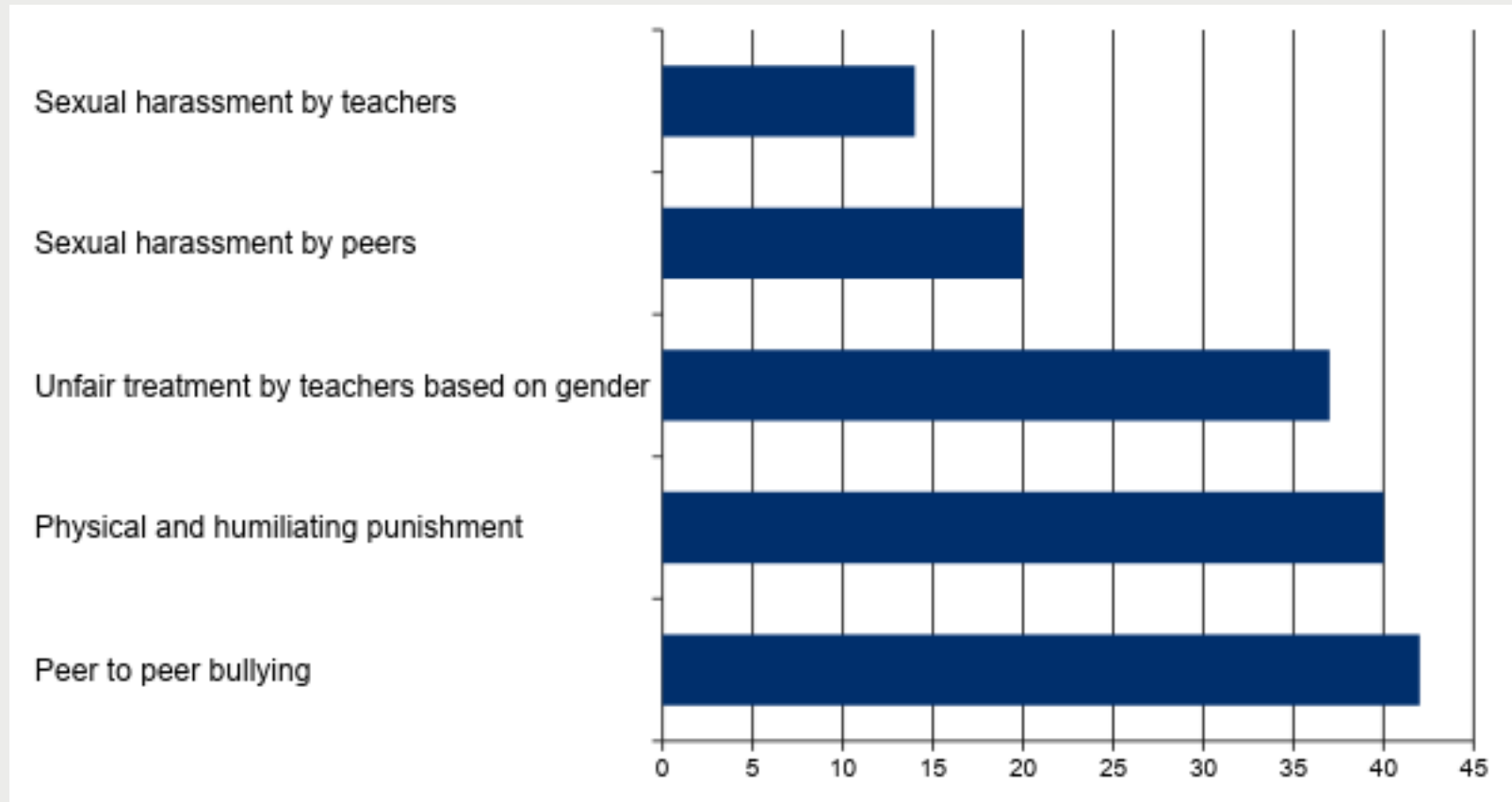
Wider structural and contextual factors

Many factors exacerbate the risk of peer violence and bullying in EiCC settings



Yet there is limited data on prevalence of peer violence and bullying in EiCC contexts.

UNGEI & INEE Survey of SRGBV among Refugee Students



Forms of violence reported to occur "Very Frequently" (daily or weekly)

The negative impacts of peer violence and bullying are clear.

Physical and Health Risks

- Injuries (bruises, burns, fractures, etc.) & Disability
- Substance abuse

Mental Health Problems

- Anxiety & Depression
- Low self-esteem
- Self-harm/suicide
- PTSD

Violence Outcomes (Committed Against Others)

- Perpetuating a cycle of violence against others (bullying, sexual harassment, etc.)
- Intimate Partner Violence
- Conflict with the law

Educational Outcomes

- Absenteeism
- Lack of concentration/inability to study
- Lower academic performance
- Dropping out of school

— What can we do about it?

MEASURING BULLYING & PEER VIOLENCE

Safe Learning Environment Tools

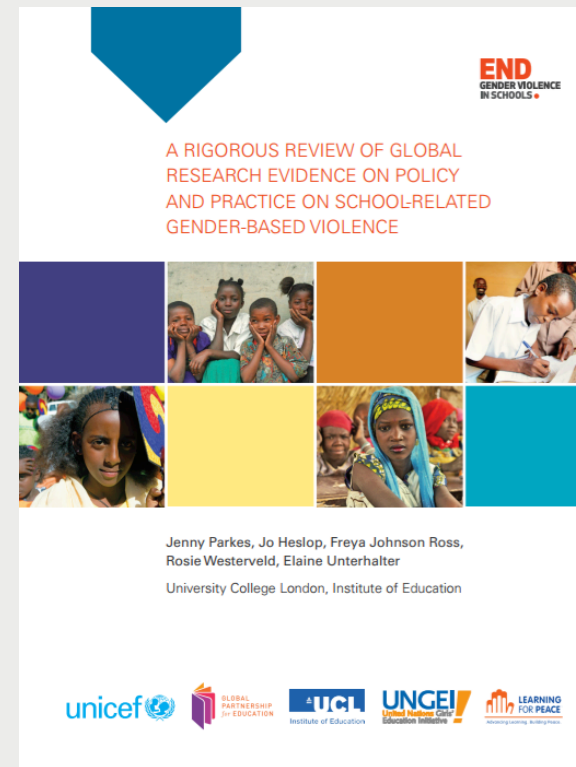
- Rapid Education Risk Analysis Toolkit
- SLE Qualitative Assessment Tool
- ECCN Evidence Gap Maps
- Conceptual Framework for Measuring School-Related Gender-Based Violence
- Indicator Resources:
 - ECCN Recommended Indicators
 - INSPIRE Indicator Guidance



Global Evidence on SRGBV Interventions: What Works?



Programming Resources



Key Recommendations

- ✓ Recognize and address the **gendered dynamic** of violence in crisis and conflict settings
- ✓ Integrate violence prevention and response actions **within learning environments**
- ✓ **Improve capacity** of education in emergencies response and ministry personnel to address SRGBV
- ✓ Harmonize **humanitarian, child protection, and development** strategies addressing gender and education
- ✓ Include **peer violence and bullying indicators** in EiCC programming.
- ✓ **Generate more evidence** on what it takes to create safe learning spaces in fragile environments



Join the Global Working Group to End SRGBV

- Co-chaired by the United Nations Girls' Education Initiative (UNGEI) and UNESCO
- USAID leads the Research Task Team
- Members include more than 40 international agencies, civil society organizations and institutions promoting girls' education and gender equality
- Platform for sharing research, tools/resources, best practices, and other advocacy tools.



— THANK YOU!

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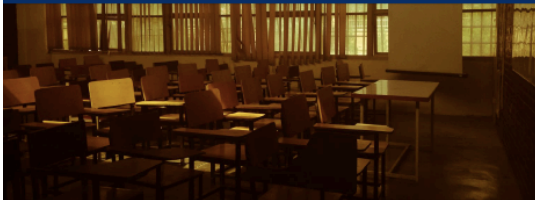
Relationship Between School Violence and Student Performance:

in Botswana, Ghana, and South Africa



THE EFFECTS OF SCHOOL-
RELATED GENDER-BASED
VIOLENCE ON ACADEMIC
PERFORMANCE

EVIDENCE FROM BOTSWANA, GHANA & SOUTH AFRICA



2016

Kibriya • Tkach • Ahn • Valdez Gonzalez • Xu • Zhang

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Strategic Analytics Lab
Center on Conflict and Development (ConDev)



Background

- ConDev partnered with USAID Africa Education Bureau to investigate the detrimental effects of peer to peer violence.
 - Identify and quantify a **causal effect of bullying on academic performance.**
 - Identify **other demographic and economic covariates** that influence academic performance.
 - Provide **possible policy recommendations** that mediate the effect of bullying in enhancing academic performance.

Main Hypothesis

- School bullying will impact male and female students' academic performance;
 - *student's gender, socio-economic background*
 - *teacher's gender & experience*
 - *geographical location, parents' education level*

Empirical Design

- ***Violence through Bullying:*** Making fun of others, Excluding others from games; Lying about others; Stealing, hurting; Forcing others to do things.
- **Academic Achievement:** Score in Mathematics and Reading tests.
- International Association for the Evaluation of Educational Achievement (IEA)'s
 - Progress in the International Reading Literacy Study (PIRLS)
 - Trend in Mathematics and Science Study (TIMSS)
- Participants in South Africa, Botswana, Ghana totaling 36,602 students

Quantitative Methodology

- Ordinary Least Squares
- Propensity Score Matching
- Directed Acyclic Graph

Survey Questions

Table 5: Questions used to determine if a student has experienced bullying

“During this year, how often were you made fun of or called names at school?”

“During this year, how often were you left out of games or activities by other students at school?”

“During this year, how often did someone spread lies about you at school?”

“During this year, how often was something stolen from you at school?”

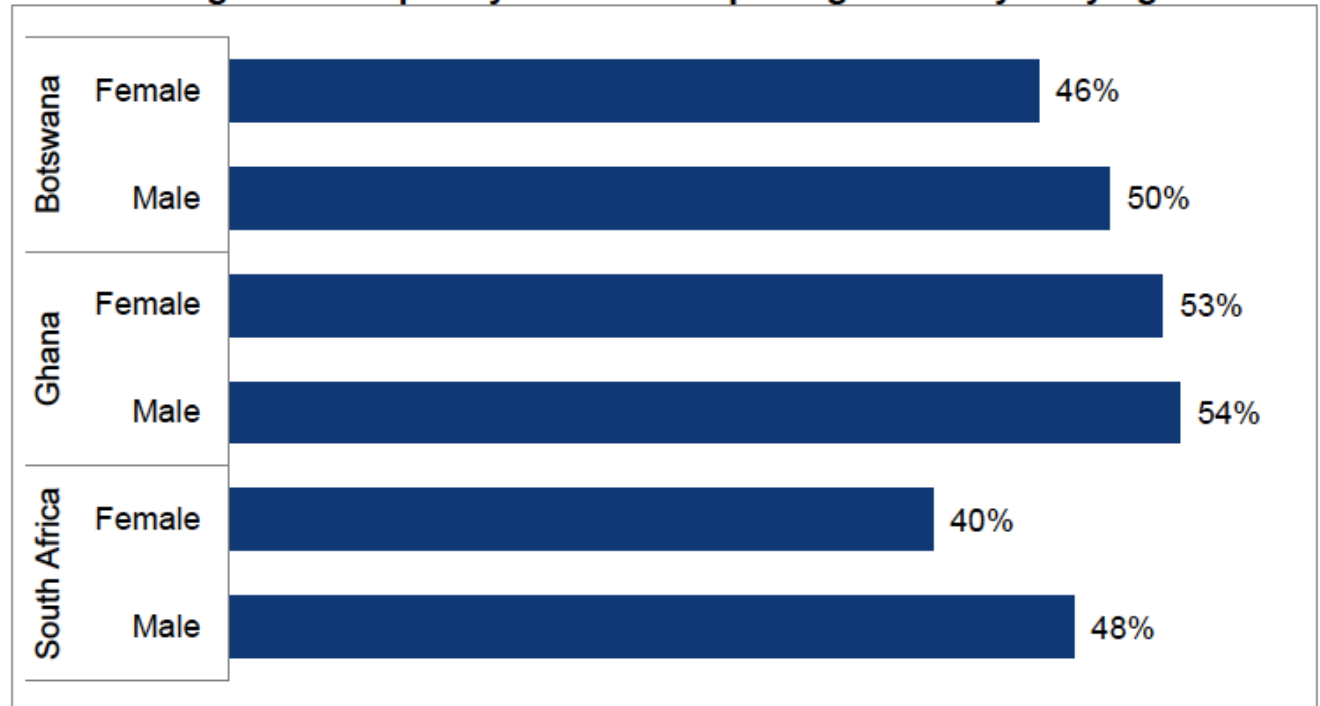
“During this year, how often were you hit or hurt by other student(s) at school?”

“During this year, how often were you made to do things you didn’t want to do by other students at school?”

Significant Results and Observations

Approx. 80% of students reported being bullied “monthly”; 50% “weekly”

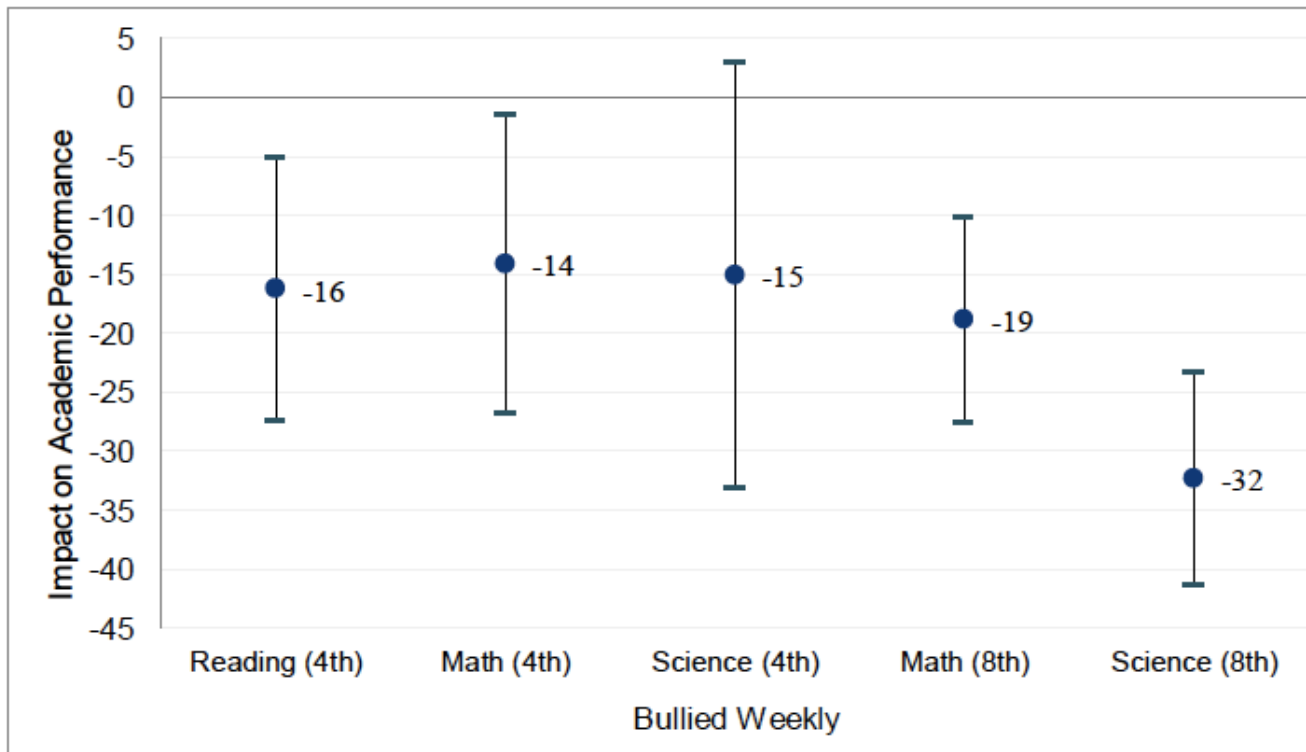
Figure 5: Frequency of student reporting of weekly bullying



Note: Data provided by IEA'S PIRLS and TIMSS 2011. In total, 36,602 students are in the bar graph. By country, Botswana includes 13,795, Ghana 7,323, and South Africa 15,484 students.

Significant Results and Observations

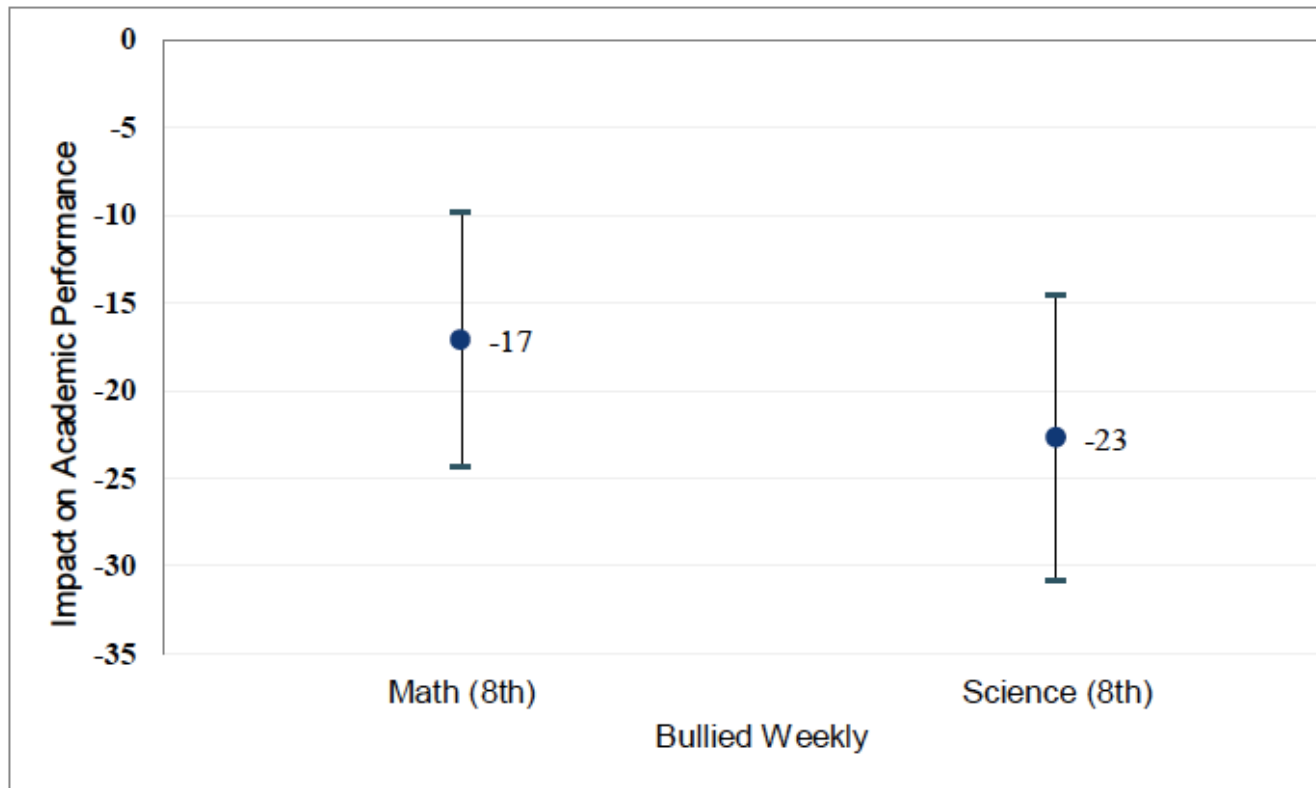
Figure 2: Effects of weekly bullying in Botswana on academic performance, PSM estimate



Note: Data provided by IEA's PIRLS and TIMSS 2011. Reading score is only available for 4th graders. However, the other subjects contain both 4th and 8th graders.

Significant Results and Observations

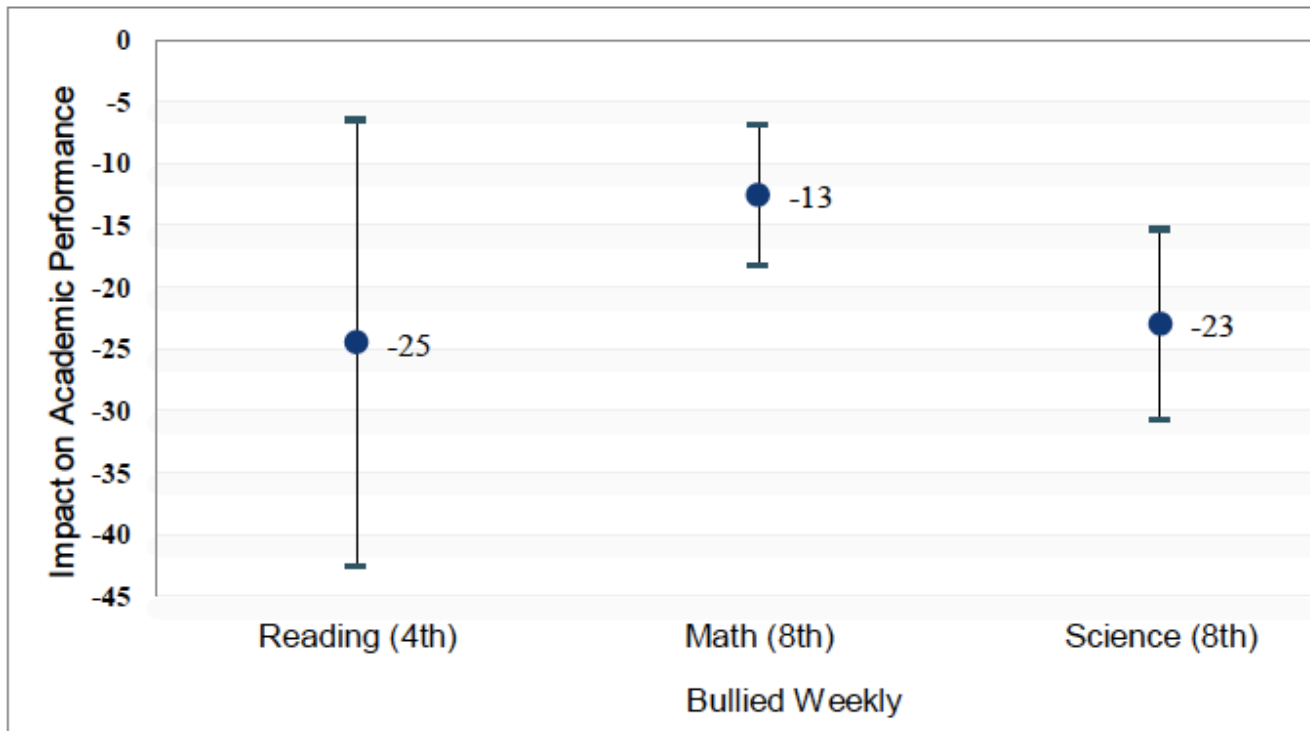
Figure 3: Effects of weekly bullying in Ghana on academic performance, PSI estimate



Note: Data provided by IEA's TIMSS 2011. Math and Science scores are only available for 8th graders.

Significant Results and Observations

Figure 4: Effects of weekly bullying in South Africa on academic performance
PSM estimate



Note: Data provided by IEA's PIRLS and TIMSS 2011. Reading scores are available for 4th graders Math and Science for 8th graders.

Significant Results and Observations

- Impacts are greater in 8th graders than 4th graders
 - Science scores most susceptible to effects of bullying reducing score by an average 24%.
 - Reading is most impacted in South Africa reducing by an average of 16%.
 - Math is most impacted in Ghana reducing score by an average of 18%.

Significant Results and Observations

- Gender matters
 - In South Africa, females are less affected by bullying
 - In Botswana, females are more affected
 - In Ghana, the effects are trivial
- When controlling for bullying, academic performance is also influenced by sex, age, teacher experience, parents' education, and geographic location

Conclusions

Bullying is a significant factor in students' academic performance

- Mediating bullying may not be sufficient, programs need to focus on reducing bullying

Conclusions

Variation in results suggest `One size fits all' policies are likely problematic

- In Ghana, programs that promote female teachers and educate parents
- In South Africa, programs specific to school location that provide special assistance to students from challenged backgrounds.
- In Botswana, gender specific programs for females may mediate the poor academic performance of all students.

Future work

- Identifying the causal direction and magnitudes of student and teacher perception of safety on learning outcomes in Rwanda, Tanzania, and Zambia through a quasi-experimental analysis.



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Asegurando la Educación: Addressing Peer-to-peer Violence and Bullying in Honduras

Gustavo Payan, Senior Technical Advisor

Asegurando la Educacion

DAI Honduras

ECCN Webcast - July 31, 2018

**ASEGURANDO
LA EDUCACIÓN**

Context: Latin America & Honduras

- **70% of children** in Latin America are directly or indirectly affected by bullying (Plan International)
- High levels of **bullying & peer-to-peer violence** mirror the environment in the Northern Triangle
- High **social inequality** paired with **discrimination** based on socio-economic class, gender, sexual orientation, ethnicity & toward students w/ disabilities
- Honduras passed the “**Ley Contra el Acoso Escolar**” (Law Against School Harassment) in 2014

Source: “El Bullying en Honduras” (Fundacion Comparte)

Peer-to-peer Violence: An Effect

— EDUCACIÓN —

EFFECTOS

- Rutas inseguras son escenario de amenazas, extorsiones, homicidios, lesiones, etc
- Reclutamiento forzado de estudiantes para actividades de maras, o como miembros
- Acceso restringido a las escuelas, incluso inaccesibilidad
- Hace necesaria la presencia de policía escolar en las rutas a la escuela
- Fomenta el clima de inseguridad (estrés, miedo, etc) y desconfianza social (no denuncia)

- Presencia de miembros de las maras y pandillas, y de armas, entre estudiantes
- Actos de violencia física, sexual y psicológica entre estudiantes y hacia los profesores
- Reclutamiento forzado de estudiantes para actividades de maras, o como miembros
- Genera discriminación entre estudiantes debido a sus lugares de residencia
- Provoca desplazamiento y migraciones de menores
- Absentismo, repetición de curso o deserción escolar de los estudiantes

- Cierre temporal o permanente de escuelas
- Limitaciones de acceso a escuelas secundarias y técnicas por territorialidad
- Ambiente generalizado de violencia e inseguridad entre alumnos y hacia profesores
- Lugares de riesgo de violencia física, mental y sexual
- Generan nuevas necesidades (y gasto) de seguridad: presencia de policía, militares o seguridad privada en el marco escolar
- Generan ambiente de terror o desmotivación entre el personal educativo: absentismo, solicitud de traslados
- Cierre de escuelas nocturnas

RECLUTAMIENTO Y EXPOSICIÓN A VIOLENCIA

RIESGOS PARA ALUMNOS

IMPACTO EN EL SISTEMA Y PERSONAL ESCOLAR

PROBLEMAS

RIESGOS EN LA RUTA A LA ESCUELA

ESCUELA COMO LUGAR DE RIESGO Y NO COMO LUGAR DE PROTECCIÓN

CAUSAS PRIMARIAS

Maras, pandillas, clicas, crimen organizado, narcotraficantes

Enfrentamientos por control territorial

Pérdida de espacios públicos recreativos

Fronteras invisibles: limitaciones de movimiento y acceso

Inseguridad

Desintegración familiar

CAUSAS SECUNDARIAS

Narcotráfico, drogas

Gran proliferación y uso de armas de fuego (legales e ilegales)

Iniquidad, pobreza, desigualdad

Altos niveles de violencia sexual

Desconfianza en el sistema

Impunidad

Corrupción

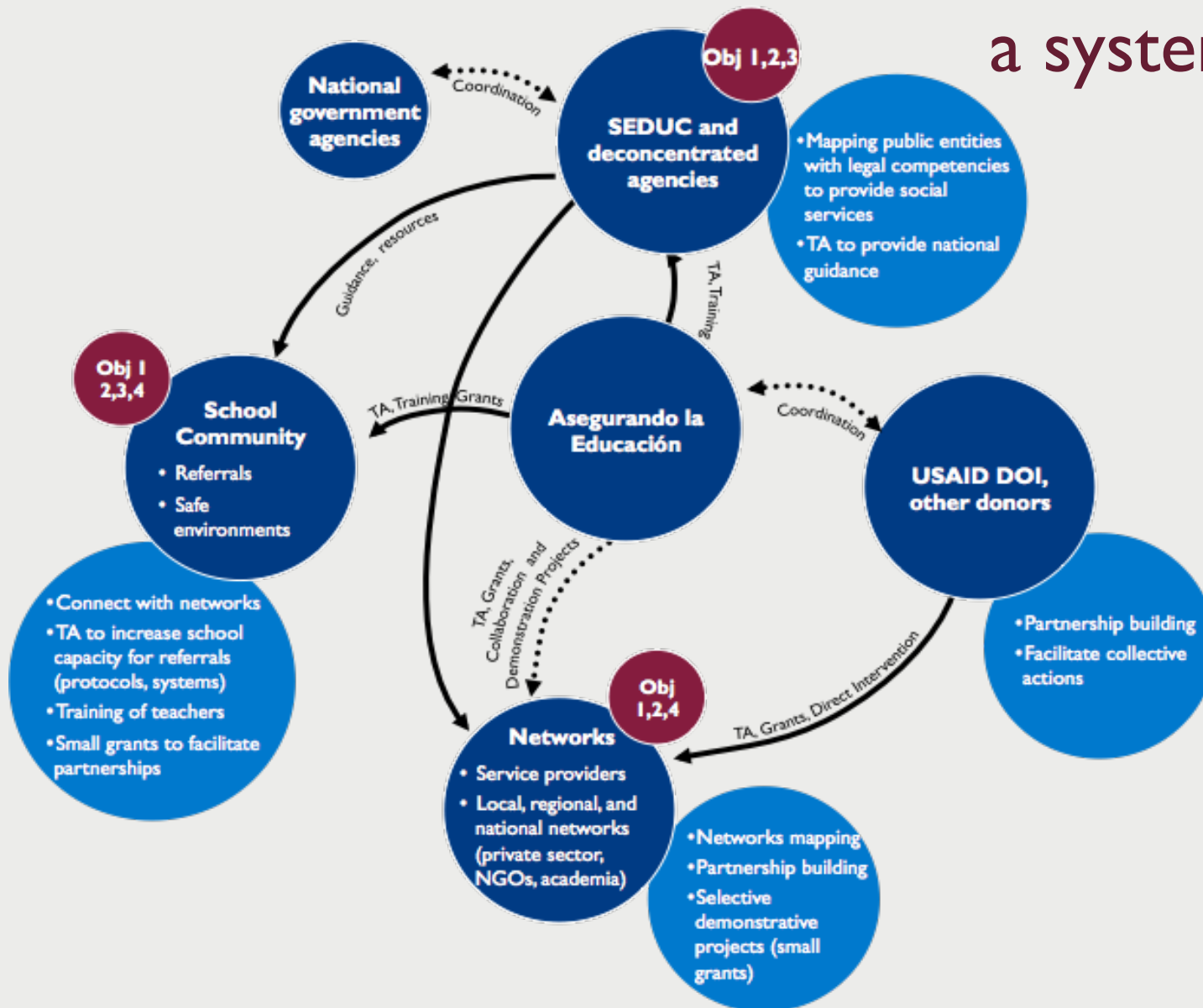
Altos niveles de violencia intrafamiliar

Debilidades estructurales en el sistema escolar y recursos limitados para educación secundaria y técnica

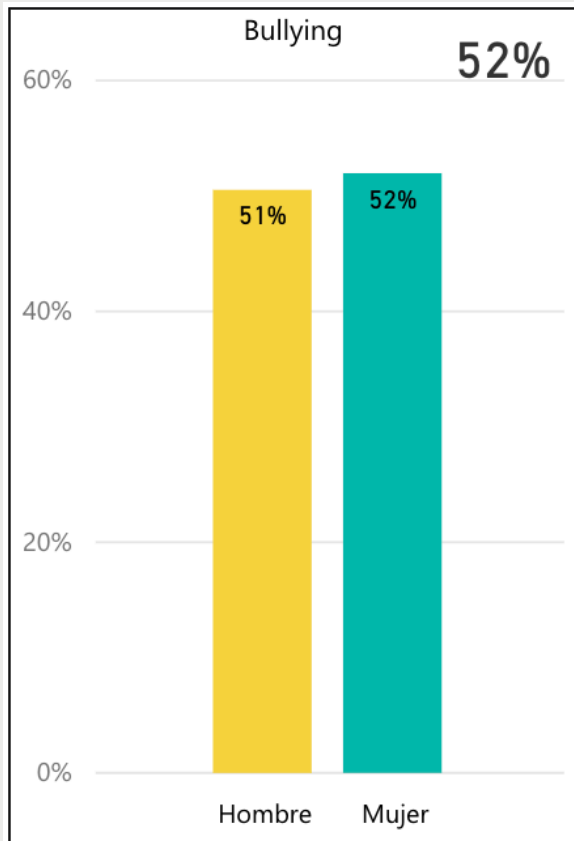
Situating *Asegurando* in USAID Honduras

- DO1 Citizen Security Increased for Vulnerable Populations in Urban, High-Crime Areas
- DO2 Extreme Poverty Sustainably Reduced for Vulnerable Populations in Western Honduras
- DO3 National-level public administration is more transparent and accountable

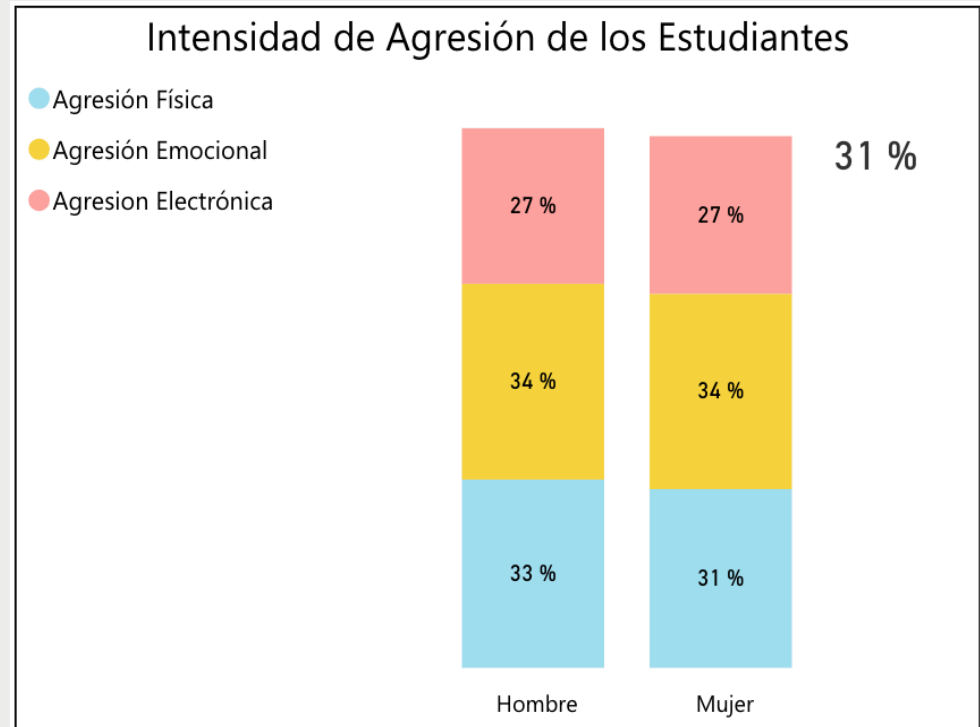
Asegurando: a systems-based approach



Peer-to-peer violence and bullying in *Asegurando* schools



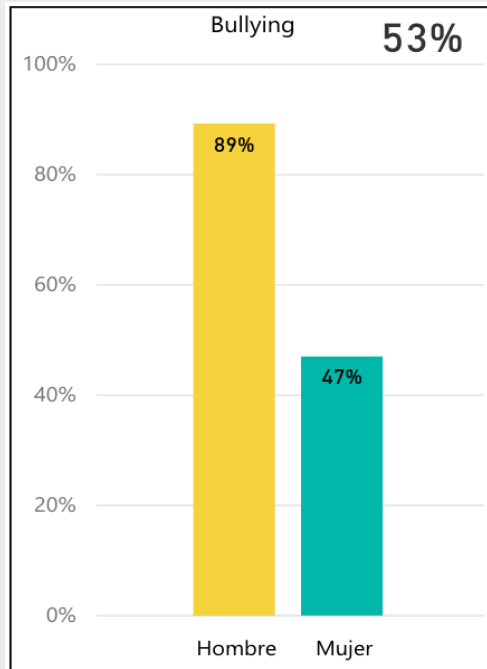
Bullying occurrence among students as reported by teachers



Peer-to-peer aggression occurrence as reported by students

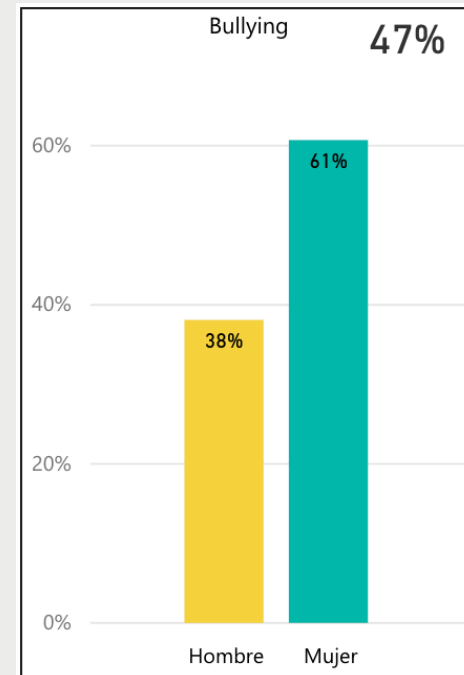
Source: *Asegurando la Educacion Baseline Study – Security Perceptions (2018)*

The devil is in the details: examples of differences across schools



School A

Male teachers in School A report occurrence of almost all forms of bullying (except publicly sharing of personal info)

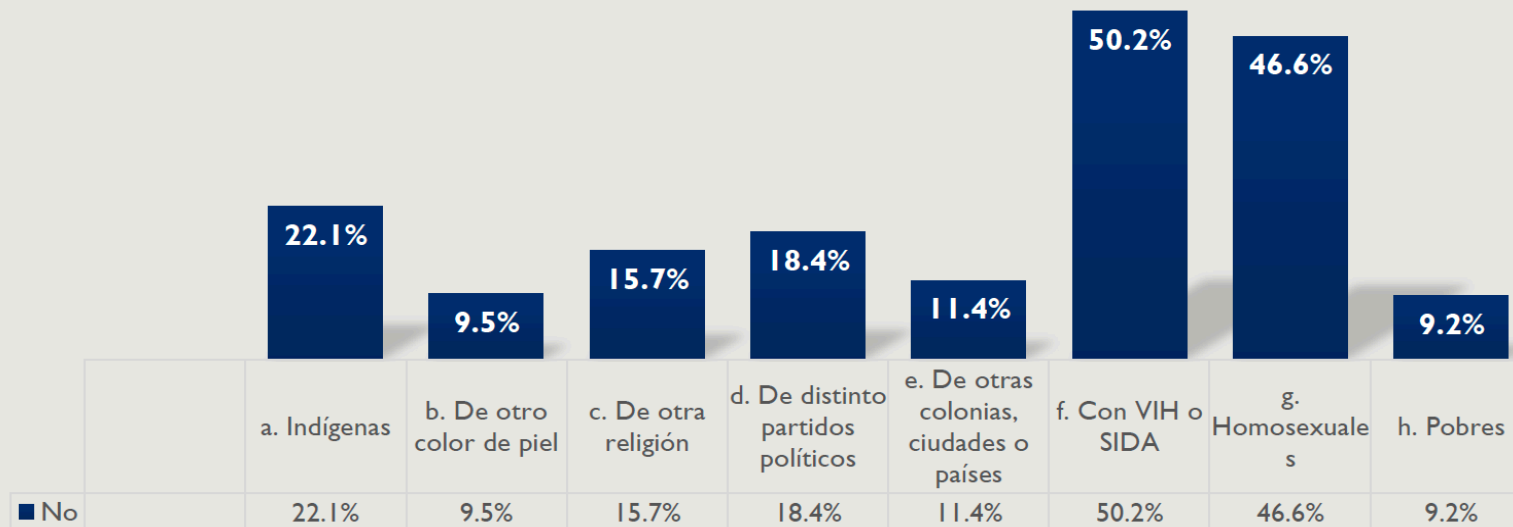


School B

In School B, female teachers report “forced to do things” & “threats” as most common forms of bullying

Discrimination and social exclusion in Asegurando schools

- 50% of students surveyed DO NOT agree that students with HIV/AIDS should attend their school
- 47% reject having LGBTI classmates;
- 22% reject having classmates from indigenous groups



Source: Asegurando la Educacion School Diagnostics (2017)

Docentes por la Paz:

Equipping teachers with tools to promote wellbeing and positive discipline and address violence



A Ganar Escuela:

Developing social-emotional skills and promoting inclusion among students through sports



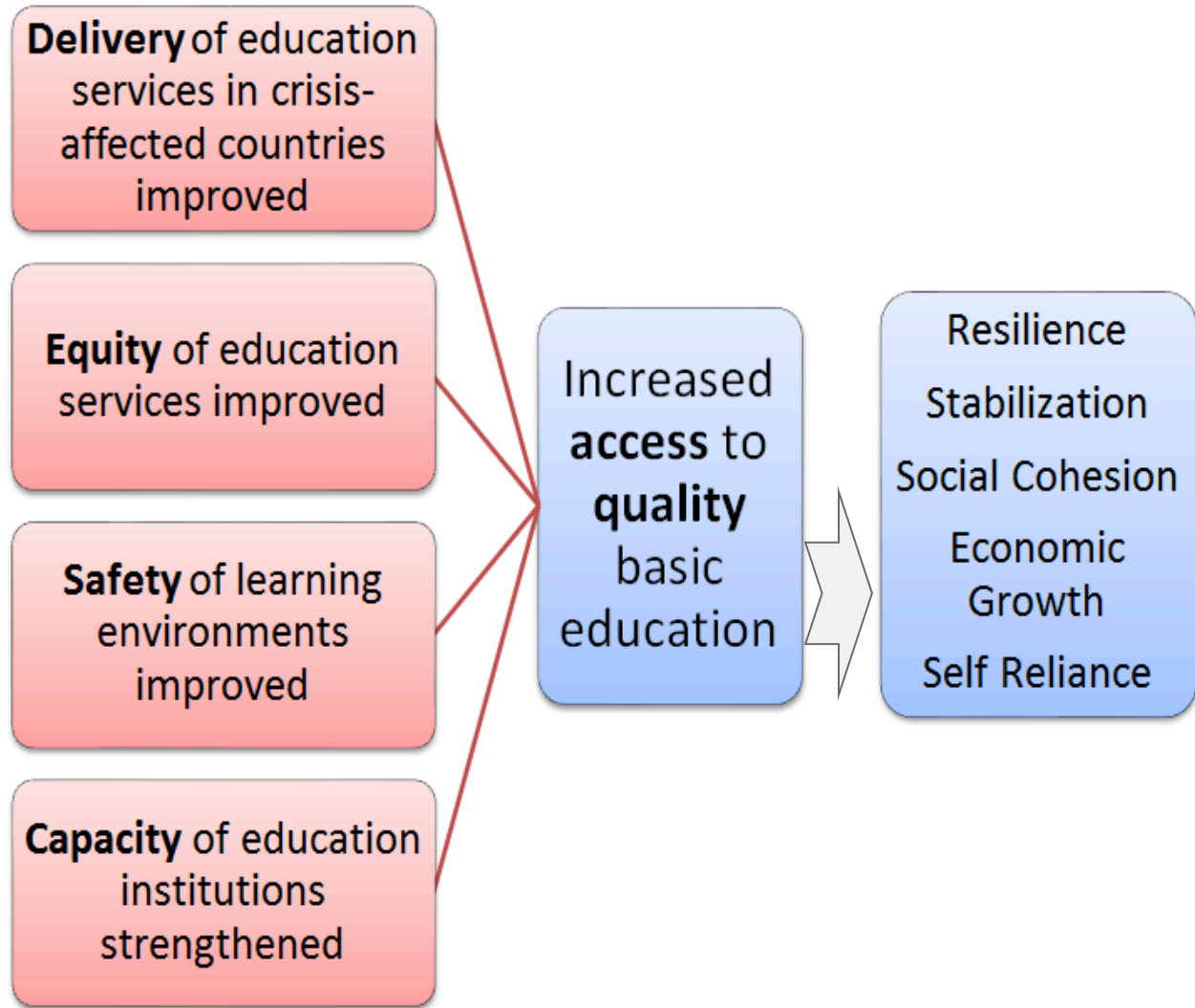
National policies:

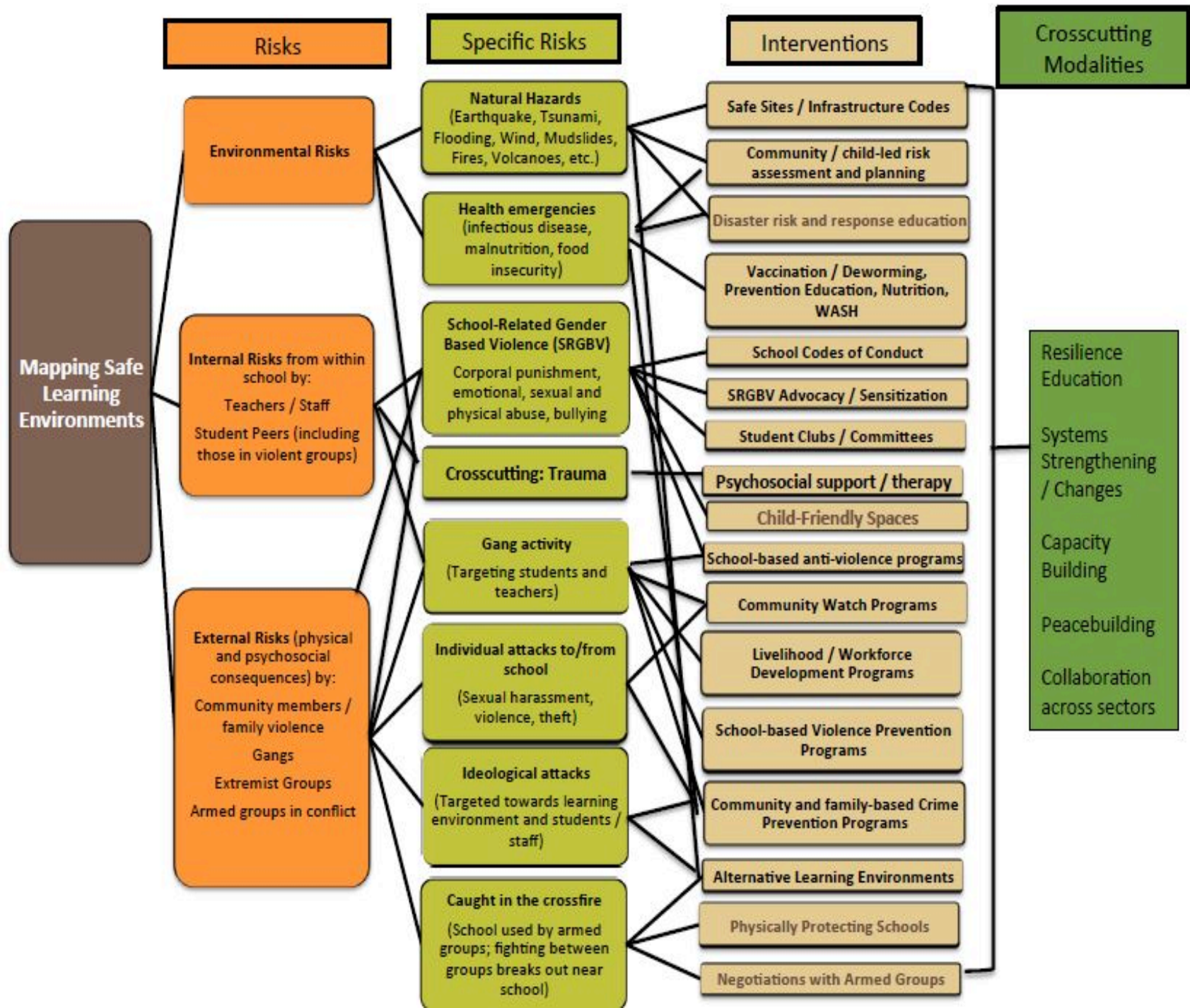
Supporting the MoE in the development, and implementation of guides and protocols to respond and refer cases of violence & strengthening the “Comites de Convivencia Escolar”



Thank you!
gustavo_payan@dai.com

Education in Crisis and Conflict Theory of Change

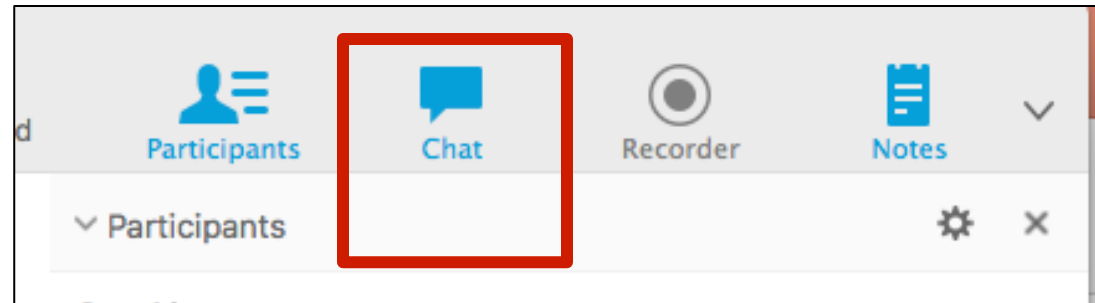




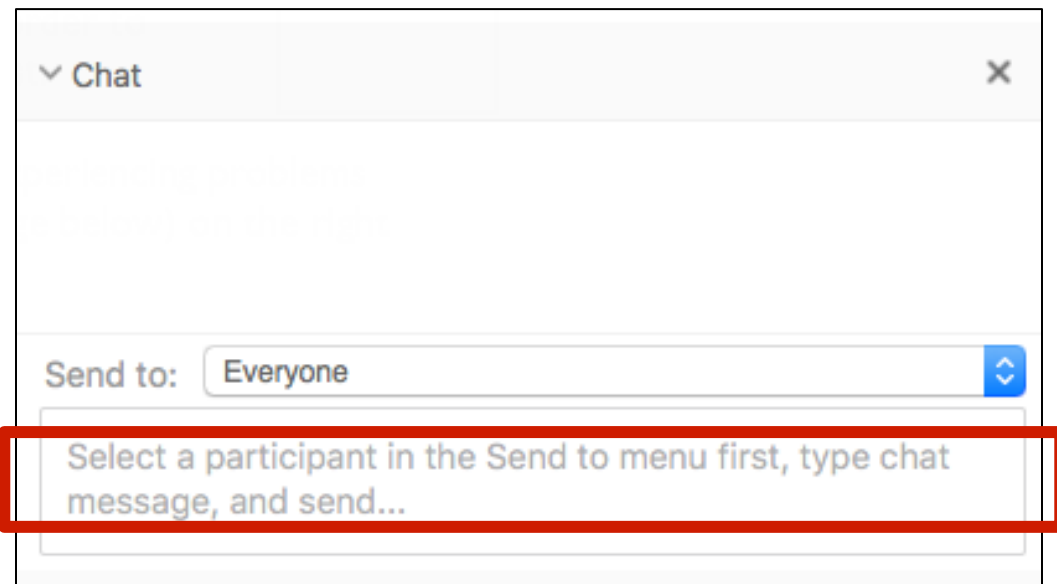
Q&A

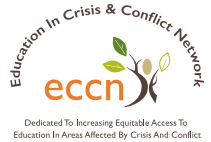
Join the conversation by using “Chat” in WebEx

Select the “Chat” icon in the upper right portion



Select “Send to:
Everyone” (private messages sent to USAID ECCN Host will remain invisible)





THANKS FOR JOINING

- Find more resources from the **Peer Violence** webcast on the ECCN website:
<https://eccnetwork.net/events/negative-impact-of-peer-violence-sle/>
- Today's slides and its recording will be made available in the next 5 business days.
- Register for a free ECCN account at <http://eccnetwork.net/register/> to receive all our announcements.