BULLYING IN THE GLOBAL SOUTH

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YOUNG LIVES

Qualitative nested sample

Linked school surveys

OLDER COHORT

AGES: 8 12 15 19 22

Following 1,000 children

YOUNGER COHORT

AGES: 1 5 8 12 15

Following 2,000 children


Same age children at different time points
YOUNG LIVES

Qualitative nested sample

Linking school surveys

OLDER COHORT

AGES: 8 12 15 19 22

Following 1,000 children

Round 1 2002
Round 2 2006
Round 3 2009
Round 4 2013
Round 5 2016

SAME AGE CHILDREN AT DIFFERENT TIME POINTS

YOUNGER COHORT

AGES: 1 5 8 12 15

Following 2,000 children
BEING BULLIED BY PEERS IS PREVALENT ACROSS COUNTRIES ESPECIALLY VERBAL AND INDIRECT BULLYING

- **Indirect bullying** most prevalent bullying type at age 15 ranging from 15% in Ethiopia to 28% in India

- **Verbal bullying** also prevalent: 34% in Peru and 27% in India

- **Physical bullying** is the least prevalent, except India where it is at similar proportions as other bullying types

- **Boys** are at greater risk of physical and verbal bullying and **girls** are more likely to be bullied indirectly
• **Poorer children** are consistently more likely to be bullied in India and experience some types of bullying (physical, social exclusion and attacks on property) in Viet Nam.

• **Out-of-school children** are more likely than children attending school to be bullied verbally (Ethiopia, India and Viet Nam), physically in Ethiopia and Viet Nam and indirectly in India and Viet Nam.

• **Social and institutional contexts**: peer bullying reflects normalization and widespread use of violence, e.g. corporal punishment in schools and the home.
BULLYING AND PSYCHOSOCIAL OUTCOMES IN EARLY ADULTHOOD

• Bullying at age 15 is associated with a range of negative effects on self-efficacy, self-esteem, peer and parental relations at age 19
• Effects are modest but illustrate potentially long-term consequences
• Negative effects on psychosocial outcomes associated with all types of bullying, not just physical bullying
• Children who were bullied verbally or indirectly had poorer relations with parents in Vietnam and Peru
• Qualitative analysis found that children who were bullied reported finding it difficult to seek help from peers, teachers and parents, often fearing retribution
DISCUSSION

- Structural disadvantages (e.g. poverty or discriminatory norms) can put different groups of children at risk of being bullied mediated through peer relationships

- Bullying outside of school settings: on the way to school, for children who are not in school

- Data gaps in L/MIC and need for development of instruments adapted to different contexts plus value of a mixed methods approach
<table>
<thead>
<tr>
<th>Punched, kicked or beaten you up</th>
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</thead>
<tbody>
<tr>
<td>Hurt you physically in any other way</td>
</tr>
<tr>
<td>Called you names or sworn at you</td>
</tr>
<tr>
<td>Made fun of you for some reason</td>
</tr>
<tr>
<td>Tried to get you into trouble with your friends</td>
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<tr>
<td>Made you uncomfortable by staring at you for a long time</td>
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<tr>
<td>Refused to talk to you or made other people not talk to you</td>
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<tr>
<td>Tried to break or damaged something of yours</td>
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<tr>
<td>Took something without permission or stole from you</td>
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