

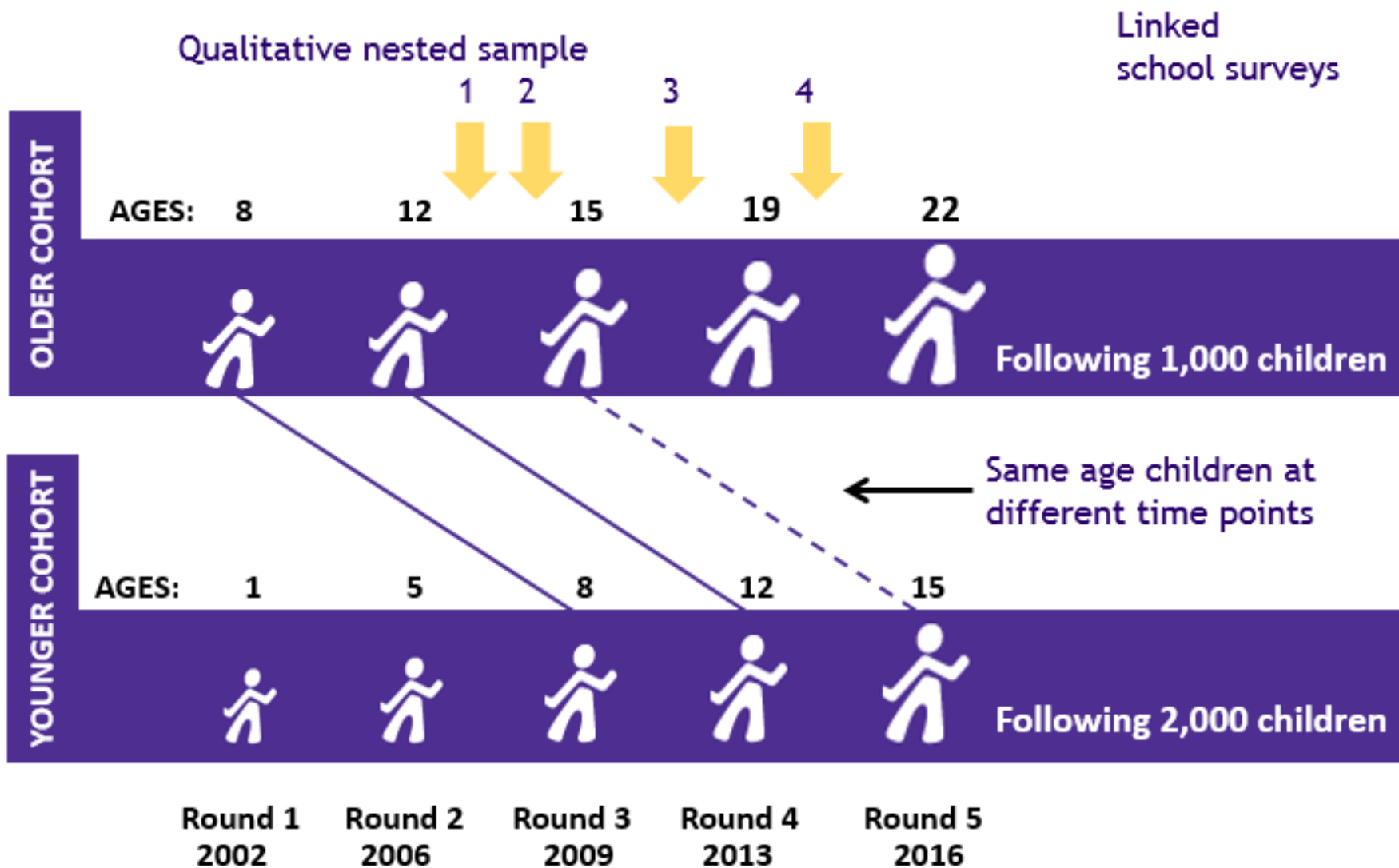
BULLYING IN THE GLOBAL SOUTH

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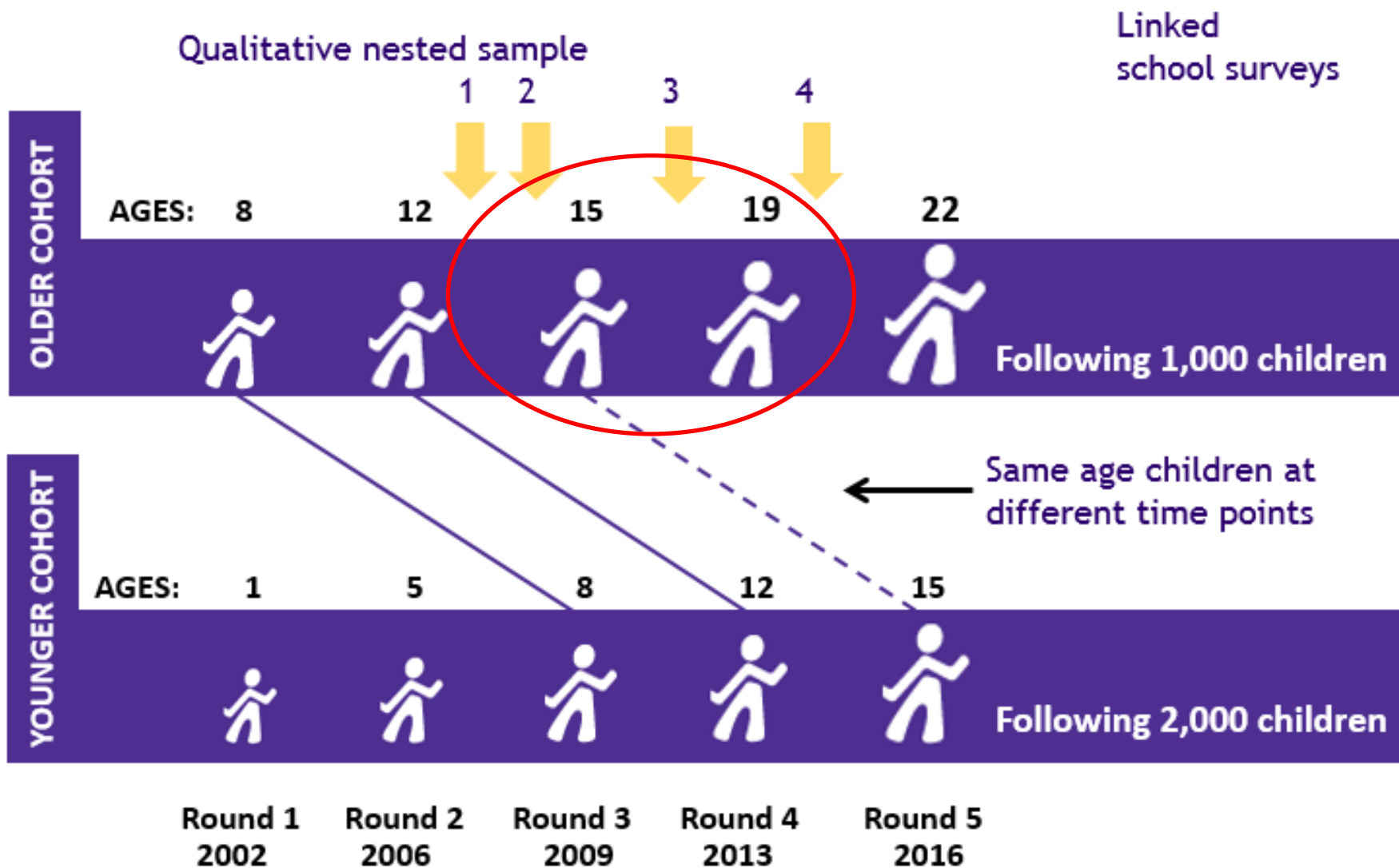
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YOUNG LIVES



YOUNG LIVES



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

MARKERS OF DISADVANTAGE AND DIFFERENCE PUT CHILDREN AT RISK OF BEING BULLIED

- **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

Punched, kicked or beaten you up

Hurt you physically in any other way

Called you names or sworn at you

Made fun of you for some reason

Tried to get you into trouble with your friends

Made you uncomfortable by staring at you for a long time

Refused to talk to you or made other people not talk to you

Tried to break or damaged something of yours

Took something without permission or stole from you