

Education Global Practice, The World Bank

DIRECT AND INDIRECT FORMS OF VIOLENCE & EDUCATION: The need for a relevant response for out-of-school boys and girls

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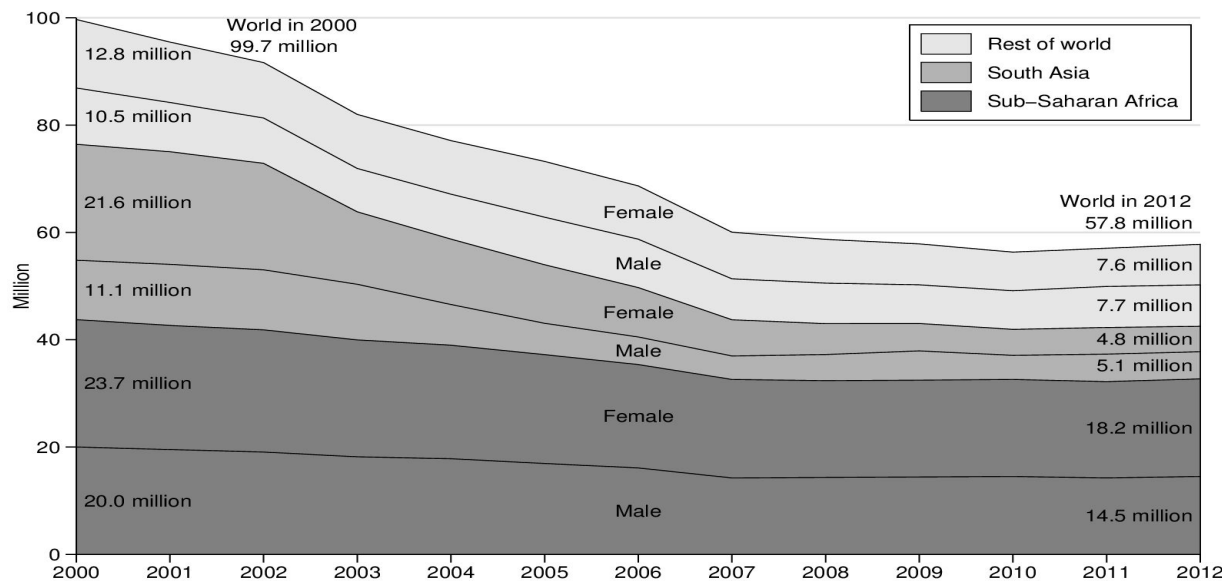


Key Messages

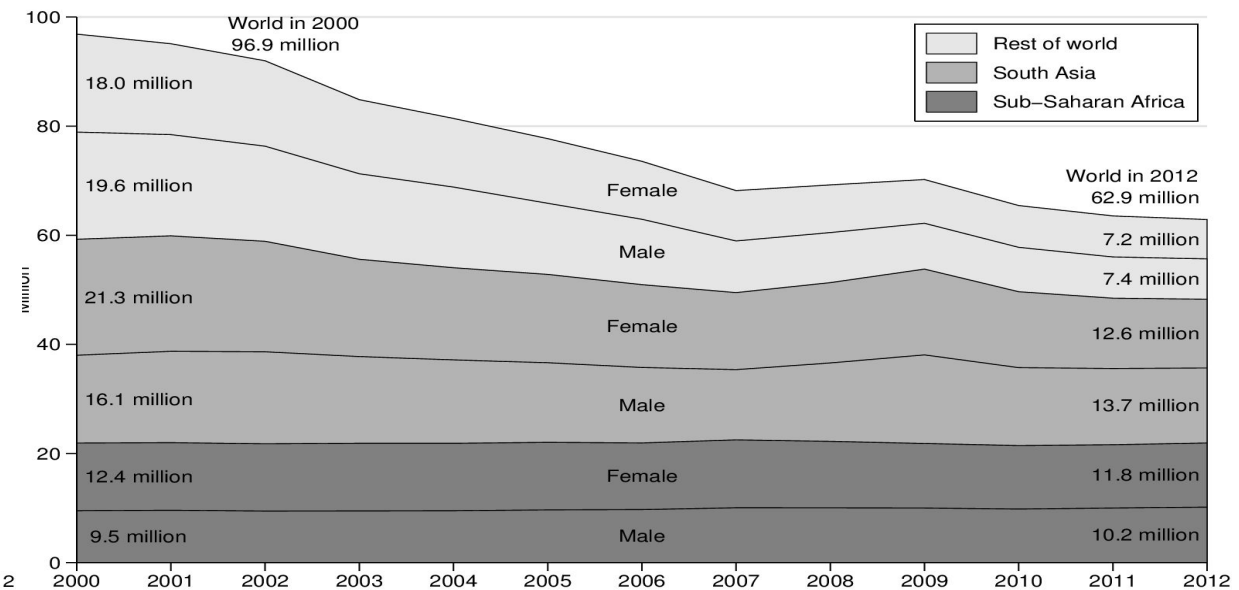
- More than 1/3 of Out-Of-School Adolescents/Youth Facing Different forms of Violence
- Must pay attention to both direct and indirect forms of violence (e.g., violent youth gangs and child marriage)
- Education policies can support violence mitigation at the individual, community and institutional levels

Out of School Children Live in Contexts of Adversity (UNESCO, 2015: Fixing the Broken Promise of Education for All)

58 Million Out-of-school children of primary school age by region and sex, 2000-2012



63 Million Out-of-school adolescents of lower secondary school age by region and sex, 2000-2012



These children, adolescents and youth confront extreme challenges, including :

- (i) Extreme poverty and unsatisfied minimum basic needs (food, water, shelter, health)
- (ii) School destroyed and occupied by armed groups or IDPs; Inability to go to school, halted learning, and lack of assessments reversing already achieved education progress.
- (iii) Psychological trauma and social tensions; and
- (iv) Hidden exclusions (disabilities, culture & language, non conforming genders, etc...).

Addressing Violence is Crucial to Address Education Needs of Out of School Youth Today

(Unesco/Unicef 2015)

- “Children excluded from education often face multiple and overlapping disadvantages”
- “Progress on the rate and number of out-of-school children has stalled since 2007”

Most out-of-school children and adolescents in conflict affected contexts are girls



Almost one-third of the 63 million lower secondary school age children out of school live in conflict-affected countries



THE COMPLEXITY OF VIOLENCE





Complexity: Violence Beyond Armed Conflict

Violence

DIRECT: The use of physical, psychological or material threats and injuries to impose one's needs, goals or desires over another (www.who.int)

INDIRECT: All forms of violence are **reproduced** along a “continuum” of collective beliefs/values/norms that impact how people relate to each other and within societal and institutional structures leading to inequality, discrimination and injustices. (Galtung, 1969, 1990; Cramer 2006, 2009; Zizek, 2008).

Armed Conflict

Violent relations among states and political actors such as inter-state wars and civil wars (WDR, 2011). They are the **political manifestations in a violence continuum** (Cramer, 2006, 2009).



Education in Violent Contexts: Underlying Mechanisms

Violence for political aims

- Armed conflict, Civil Wars
- Terrorism
- Other Types of Political Violence: assassination of political rivals, candidates, etc.

Other Instrumental Violence:

- Crime for Economic Gains
- Violence to Resolve Narco-Trafficking “Market” Turfs
- Violence for Discipline & “Justice”

Violence with Power Imbalance:

- Domestic Violence
- Violence Against Children & Women

Hate Crimes:

- Ethnic
- Religious
- Sexual Orientation

How Institutions (including schools) can reproduce violence?

- Violence is used as a relevant “instrument” to achieve certain goals: discipline, attention, learning, etc.
- Expected abusive behaviors by those with power (norms): “boys will be boys,” “by teachers”
- Maintaining differences (“the other”) to justify a range of ‘indirect’ to ‘direct’ violent practices
- Fight back with violence (“justifiable violence”, “deserved punishment”)
- Accepting “bystander” role: violence seen as normal or ‘nothing we can do’



EXAMPLES OF DIRECT FORMS OF VIOLENCE: CRIMINAL YOUTH GANGS

Youth Violence After Peace Accords to End Conflict: The Case of El Salvador

In El Salvador

➤ 70,000 -75,000 people died during the conflict; so far the same number of intentional homicides (especially among youth) since peace accords signed (1992).

➤ After peace accords, political violence declined but violence against women and children remained high before, during and after the conflict.

Sources: Cramer (2009); WHO, UNDOC, UNDP (2014) ; US Department of State/El Salvador Human Rights Practices (1993-1998)

Typology of Youth Gangs



EXAMPLES OF INDIRECT FORMS OF VIOLENCE: CHILD MARRIAGE



UNRWA STUDENT
Reflecting Thru Art
on Adversities
Girls Face

Child Marriage Chronic

- Persistently high measures of child marriage (CM): Incidence, depth, and severity of CM are all declining, but only slowly (Nguyen and Wodon, 2015)

Table: Measures of child marriage by date of birth of the girl, 60 countries

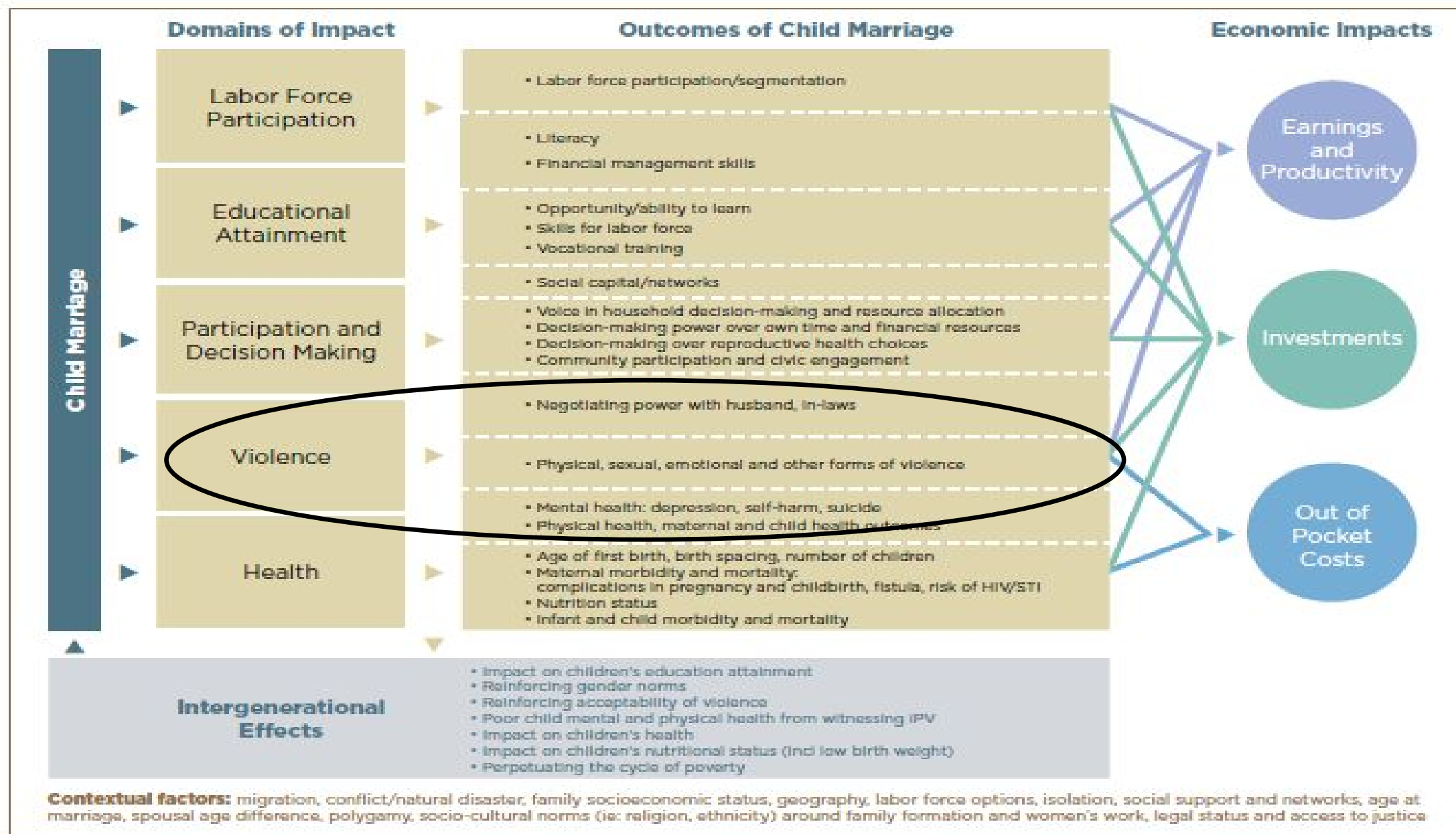
	1955-9	1960-4	1965-9	1970-4	1975-9	1980-4	1985-9
Incidence (%)	51.20	49.20	48.55	46.43	43.42	40.13	40.34
CM Gap (%)	9.16	8.61	8.54	7.99	7.33	6.29	5.95
Sq. CM Gap (%)	2.13	1.98	1.99	1.80	1.64	1.32	1.15

Source: Nguyen and Wodon (2015)

- Negative impacts of CM in multiple domains, incl. education, HNP, labor, etc. (Edmeades et al., 2015)

Economic Impacts of Child Marriage at the Girl Level

VIOLENCE





Can Education Do Something About Violence (Chaux, Enrique; 2009)?

“If so what can education do to prevent or reverse the underlying and complex continuum of violence?”

At the Individual Level:

- Cognitive and socio-emotional assets of children and youth
- Protection from recruitment
- Reverse the negative impact of violence mechanisms within Schools

At the Family and Community Level:

- Parent counseling and support
- Support from community organizations
- Community led-initiatives to promote security, cultural and behavioral change

At the Institutional Level:

- Changes to the legal and policy environments
- Promotive and Protection Programs
- Community and Institutional climate and behavior



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