



United Nations
Educational, Scientific and
Cultural Organization

School violence and bullying:

Global status and trends,
drivers and consequences



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Introduction

Creating safe, non-violent, inclusive and effective learning environments for all is a global priority and a specific target within SDG 4

School violence and bullying includes physical, psychological and sexual violence and bullying (Figure 1). Violence and bullying in schools is mostly perpetrated by peers but, in some cases, by teachers and other school staff.

Monitoring progress towards the goal of providing safe, non-violence, inclusive and effective learning environment requires accurate, up-to-date data, which include trend data. Existing data on school violence and bullying are therefore a critical component of these monitoring efforts by the education sector.

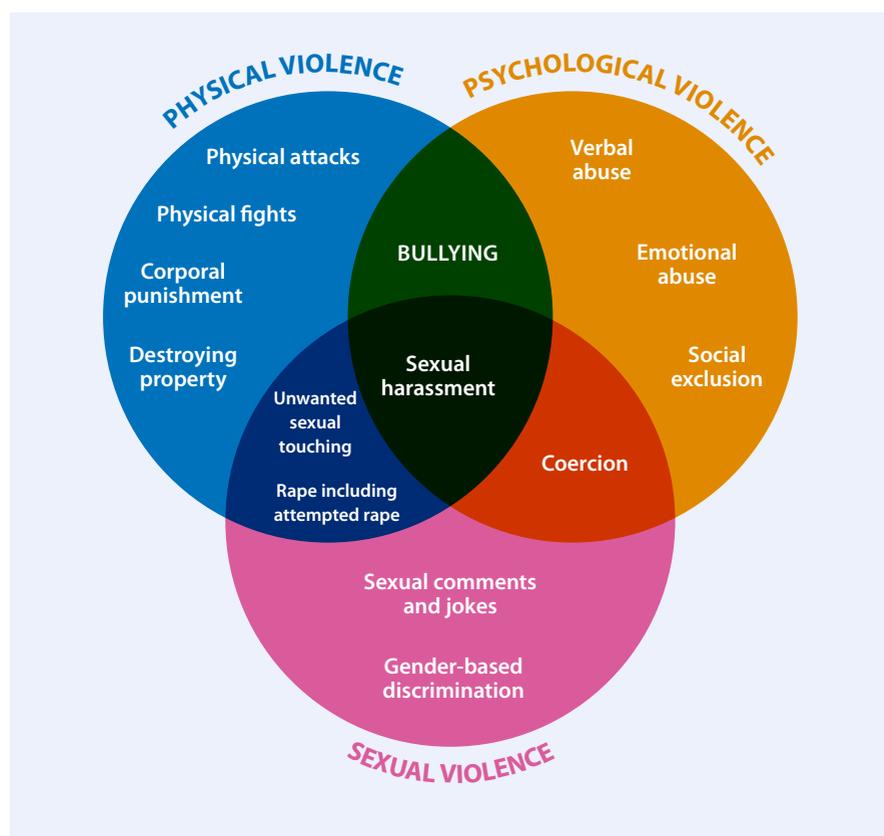
This short report presents a summary of the latest available evidence on the scale, nature and consequences of different forms of school violence and bullying, the drivers of bullying, and global and regional trends in the prevalence of bullying, physical attacks and physical fights.

The report draws on multiple data sources and, in particular, on two large-scale international surveys – the WHO Global School-based Student Health Survey (GSHS)¹ and Health Behaviour in School-aged Children (HBSC) study², conducted by the HBSC Consortium – which together provide data from 144 countries and territories

1 Data collected between 2003 and 2017.

2 Data collected between 2001 and 2014.

Figure 1. What is school violence and bullying?



in all regions of the world. Other key data sources include the Demographic and Health Surveys (DHS)³, Progress in International Reading Literacy Study (PIRLS) and Trends in Mathematics and Science Study (TIMSS)⁴, Programme for International Students Assessment (PISA)⁵, Third Regional Comparative and Explanatory Study (TERCE)⁶, and Violence Against Children Surveys (VACS)⁷. Review and secondary

3 The DHS are implemented by ICF international.

4 Both PIRLS and TIMSS are managed by the International Association for the Evaluation of Educational Achievement (IEA).

5 PISA is managed by the Organization for Economic Cooperation and Development (OECD).

6 The Regional Comparative and Explanatory Studies, including TERCE, are managed by the Latin American Laboratory for Assessment of the Quality of Education (LLECE/UNESCO).

7 The VACS are implemented by the Centers for Disease Control and Prevention, UNICEF and the Together for Girls Partnership.

analysis of data from these sources was supplemented by a review of the literature.⁸

Data presented in this report were collected from students aged between 9 and 15 years, but the age range of students varies depending on the survey. The main data sources – the GSHS and the HBSC – collect data from students aged 13-17 years (13-15 years prior to 2013) and aged 11, 13 and 15 years, respectively. All data sources disaggregate data by sex, with the exception of the DHS, which only collects data on violence from female respondents.

8 Detailed information on the data sources used for this report is provided at the end of this document.

Current status of school violence and bullying

Globally, bullying and physical violence affects around one in three children

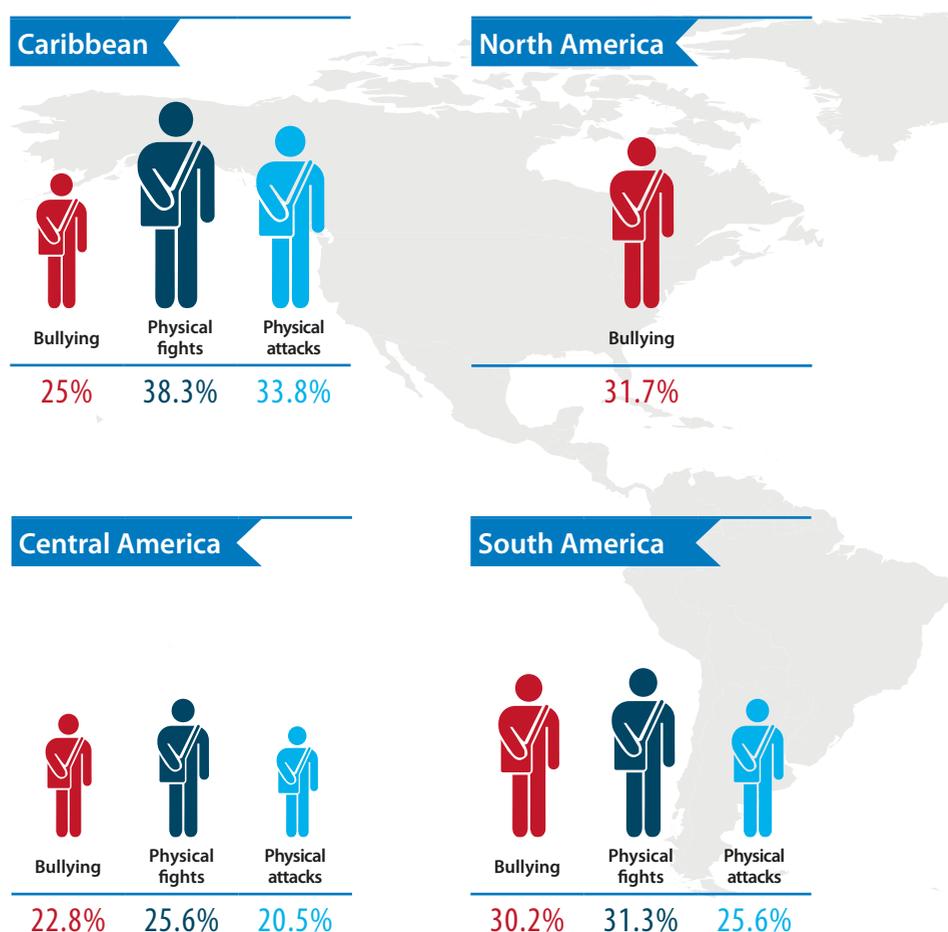
Almost one in three (32%) students⁹ has been bullied by their peers at school on one or more days in the past month. There are significant differences between regions (Figure 2). The proportion of students reporting that they have been bullied is highest in the Middle East, North Africa and sub-Saharan Africa and lowest in Central America, the Caribbean and Europe (GSHS, HBSC).

More than one in three (36%) students has been involved in a physical fight with another student at least once and 32.4% have been physically attacked at least once in the 12 months¹⁰. Involvement in a physical fight was reported most frequently in the Middle East and North Africa and least frequently in Asia and Central America (GSHS). The proportion of students reporting that they had been physically attacked was highest in the Pacific and lowest in Central America (Figure 2). Students in North Africa, the Pacific, and sub-Saharan Africa reported the highest frequency of physical attacks (GSHS).

⁹ Students aged 13-15 years (GSHS) and 11, 13 and 15 years (HBSC).

¹⁰ Data on physical attacks and physical fights from 96 countries and territories excluding Europe and North America (GSHS).

Figure 2. Percentage of students who were bullied, in a physical fight or physically attacked, by region

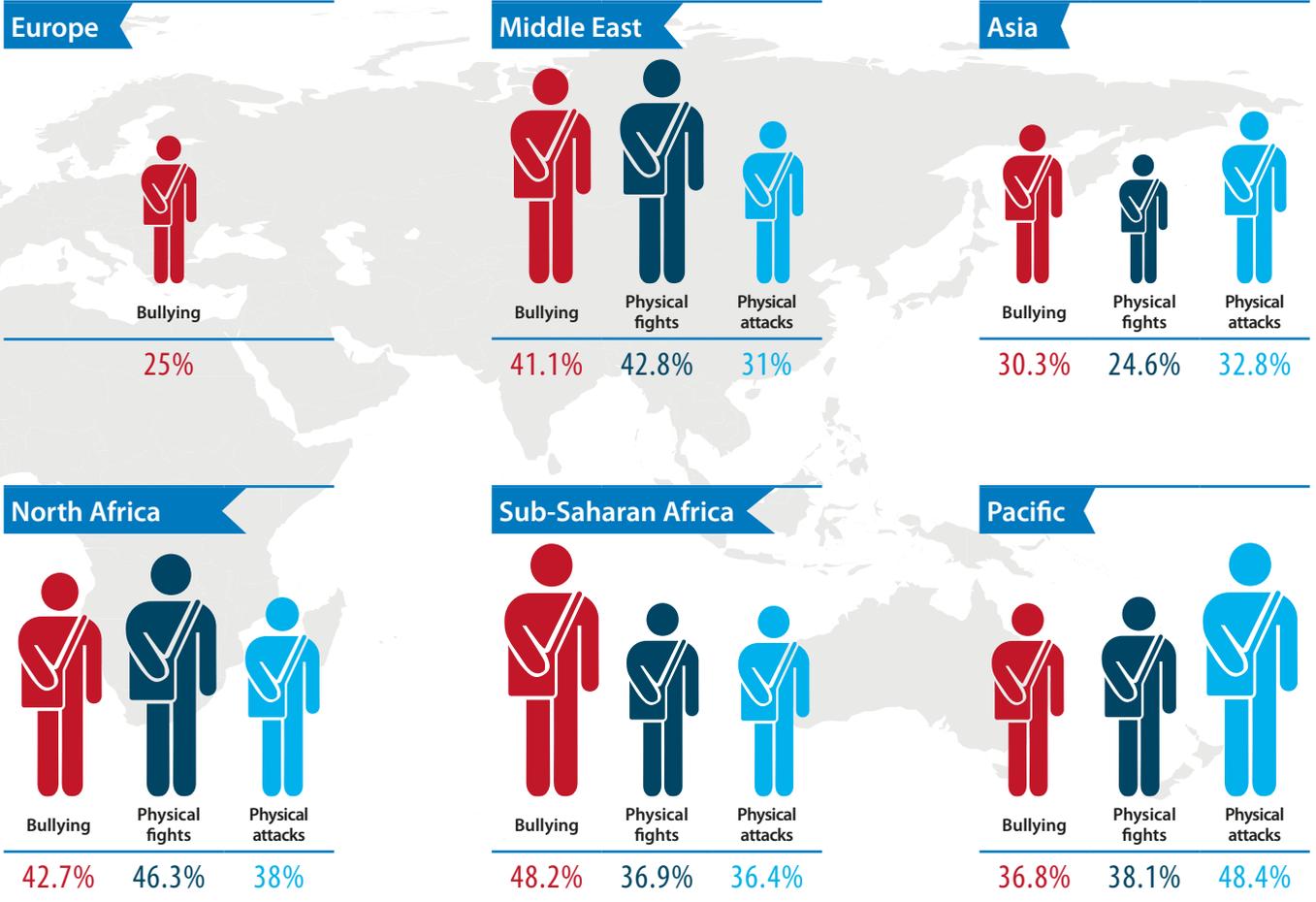


Sources: GSHS; HBSC (data on bullying only)

What is the difference between physical attacks and physical fights?

→ A **physical attack** is defined as “when one or more people hit or strike someone (a student in this case), or when one or more people hurt another person (a student) with a weapon (such as a stick, knife or gun)”. It is **not necessarily perpetrated by peers**. Only the GSHS collects data on physical attacks against students.

→ A **physical fight** “occurs when two students of about the same strength or power choose to fight each other” (GSHS). It is therefore a **form of physical violence between peers**. The HBSC uses a different definition that does not refer specifically either to school-related violence or to violence between peers. Data presented in this report is therefore from the GSHS only.



Physical and sexual bullying are the most frequent types of bullying

Physical bullying is the most frequent type of bullying in all regions except Europe and North America¹¹. Globally, 16.1% of children who have been bullied say that they have been hit, kicked, shoved around or locked indoors (Figure 3). The highest prevalence of physical bullying is reported in the Pacific and sub-Saharan Africa (GSHS).

Types of bullying

International surveys that collect data on bullying and cyberbullying do not use a single definition of these forms of school violence between peers. Depending on the survey, students are asked about their experience of different types of bullying: physical, psychological, sexual (see below) and cyberbullying.

Bullying is characterised by repetition over time; for a student to be considered

a victim of bullying, aggressions should occur at least once or twice a month or more. For example, physical bullying consists of repeated aggressions such as being hit, hurt, kicked, pushed, shoved around, locked indoors; having things stolen; having personal belongings taken away or destroyed; being forced to do things. It is therefore different from other forms of physical violence such as physical fights and physical attacks.

11 As only nine countries conducting the HBSC collect data on physical and sexual bullying, this data is not presented here. .

Sexual bullying is the second most frequent type of bullying. Globally, 11.2% of children who are bullied report being made fun of with sexual jokes, comments or gestures (Figure 3). This form of bullying is one of the top two most common types of bullying in Central America, the Middle East and North Africa (GSHS). Beyond data on sexual bullying, there are no global data on the prevalence of sexual violence within schools. However, data from seven countries in Asia, the Caribbean and sub-Saharan Africa show that sexual violence perpetrated by a head teacher, teacher or schoolmate is the second most frequent type of violence experienced by girls in schools in those countries (VACS). New forms of sexual violence are also emerging, including sending sexual messages and images online. Data from five countries¹² reveal that between 12% and 22% of children received messages with sexual content in the past year (Global Kids Online).

Cyberbullying is less frequent but affects as many as one in ten children in some regions. There are less global data available on cyberbullying than on other types of bullying. In Canada and Europe, 10.1% of children have been cyberbullied by messages (instant messages, postings, emails and text messages) and 8.2% by pictures (taking and posting online unflattering or inappropriate pictures of someone) (HBSC). Other data show that 13% of children aged 9-16 years in Australia and 6% in the same age group in the European Union report being cyberbullied (Livingstone et al., 2011).

12 Argentina, Brazil, the Philippines, Serbia, South Africa.

Sexual bullying, sexual harassment, sexual violence

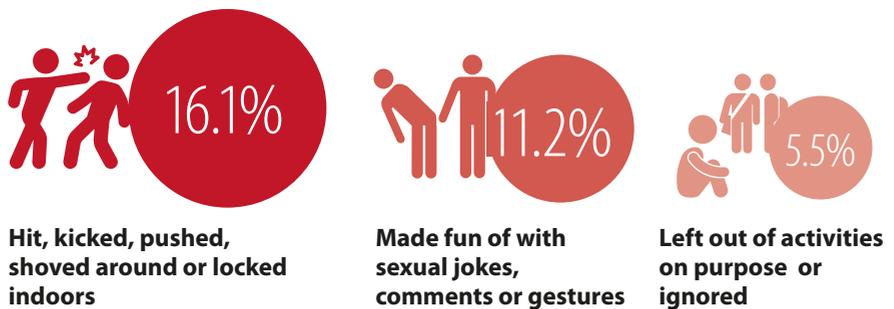
Both the GSHS and HBSC¹³ ask students how they were bullied most often, including being “made fun of with sexual jokes, comments or gestures”. Sexual jokes, comments or gestures are characterised as sexual harassment in some countries, including from a legal perspective, but not in others, particularly in the school environment. For these reasons, they are

referred to as sexual bullying in this report, even if this terminology is not commonly used.

Sexual bullying is a form of sexual violence. Sexual violence is defined as completed non-consensual sex acts (such as rape), attempted non-consensual sex acts, abusive sexual contact (such as unwanted touching), and non-contact sexual abuse (such as threatened sexual violence, exhibitionism, verbal sexual harassment) (VACS)

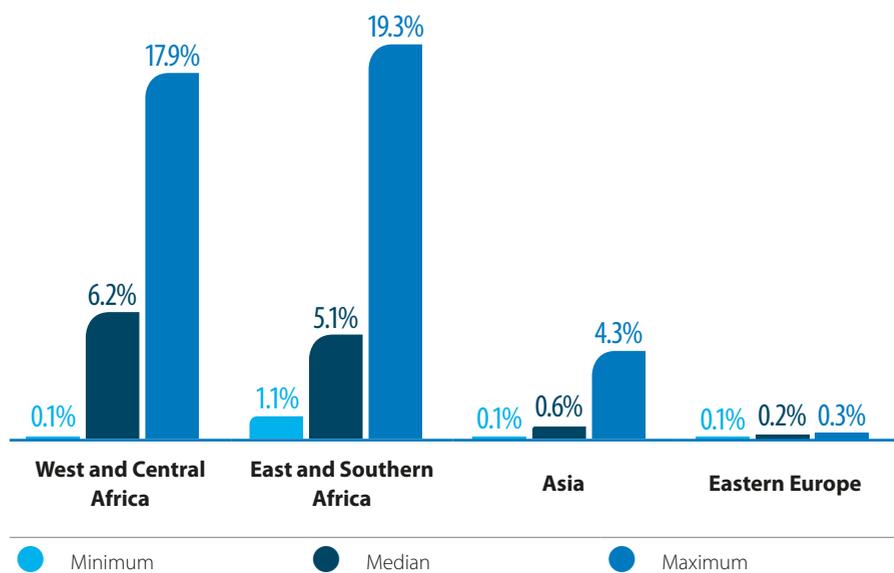
13 Only in its optional package used by a limited number of countries.

Figure 3. Most common types of bullying – Percentage of students who were bullied by type of bullying globally



Sources: GSHS. Regional median data for Europe and North America not available.

Figure 4. Prevalence of women who reported they were victims of physical violence perpetrated by a teacher when they were aged over 15 years



Source: DHS

In some countries, children report physical violence at the hands of their teachers. Globally, the prevalence of physical violence perpetrated by teachers is very low, but this is not the case in all regions. Data from five countries in Africa, Asia and the Caribbean identify teachers, particularly

male teachers, as the perpetrators of a large proportion of physical violence experienced by children (VACS). Among women aged over 15 years who had experienced physical violence, 6.2% in West and Central Africa and 5.1% in East and Southern Africa reported that the perpetrator was a teacher. The median

prevalence was much lower in other regions (DHS)¹⁴ (Figure 4).

Almost one in three countries still allows corporal punishment in schools. Corporal punishment, which is a form of physical violence perpetrated by teachers, is legally prohibited in schools in 128 countries, but is still allowed in 69 countries. A survey of 63 countries, including 29 countries where corporal punishment in school is banned, found that the proportion of students who had experienced corporal punishment at school was 90% or more in nine countries, 70-89% in 11 countries and 13-69% in 43 countries (Figure 5) (Gershoff, 2017).

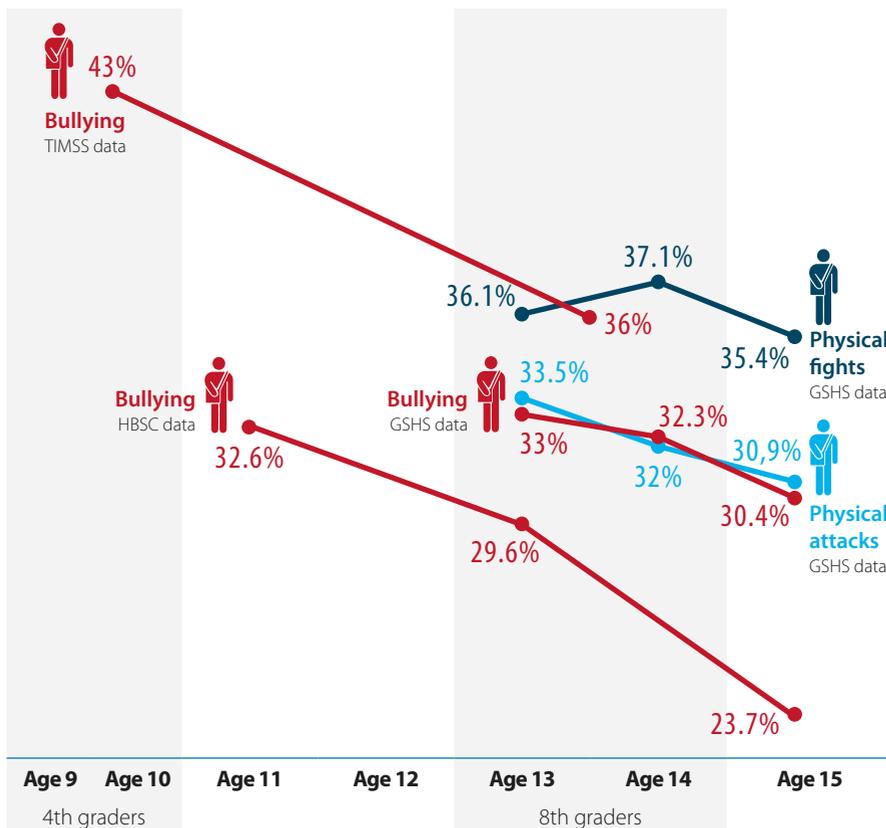
Figure 5. Percentage of students who experienced corporal punishment in 63 countries



Source: Gershoff, E. T. (2017). School corporal punishment in global perspective: prevalence, outcomes, and efforts at intervention. *Psychology, health & medicine*, 22(sup1), 224-239.

14 Data collected between 2005 and 2017.

Figure 6. Percentage of students who were bullied, in physical fights or physically attacked, by age



As children grow older, they experience less violence perpetrated by peers and less corporal punishment by teachers.

Globally, the proportion of students who report being bullied reduces with age, from 33% in those aged 13 to 32.3% aged 14 to 30.4% in those aged 15 years (GSHS). The trends are the same in Europe and North America, where students aged 15 years are less likely to be bullied (23.4%) than those aged 13 years (29.6%) and 11 years (32.6%) (HBSC) (Figure 6).

Physical attacks and fights perpetrated by peers are also more common in younger children, with prevalence decreasing as children get older (GSHS).

In two countries for which trend data has been analysed, the frequency of corporal punishment declined significantly between the ages of 8 and 15 years (Young Lives).

Sources: GSHS / HBSC / TIMSS. The HBSC and GSHS data reflects the global median prevalence whereas TIMSS data show the international average.

Changes over time in the prevalence of school violence and bullying

Many countries have seen a decline in bullying, but fewer have seen a decrease in physical violence

Bullying has decreased in almost half of countries. Of 71 countries and territories with trend data on the prevalence of bullying, 35 have seen a decrease, 23 have seen no significant change and 13 have seen an increase in prevalence (Figure 7) (GSHS, HBSC).

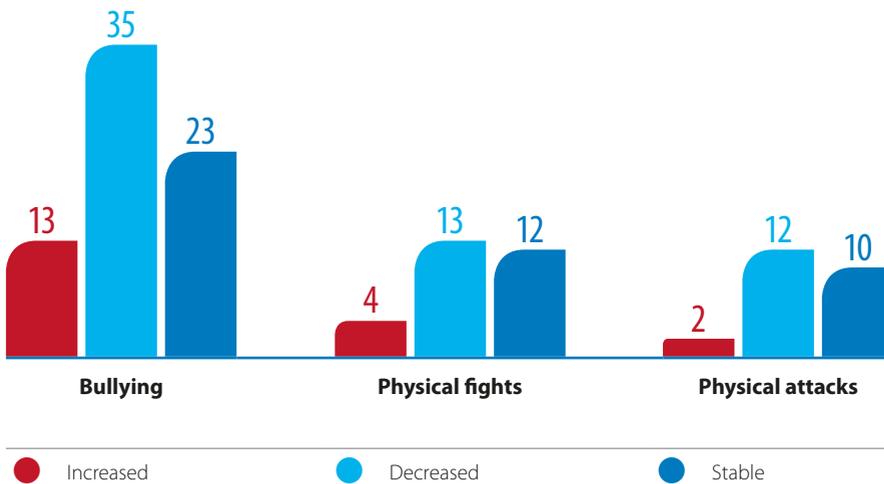
Fewer than half of countries have seen a decrease in involvement of students in physical fighting. Of the 29 countries and territories with trend data on

involvement in a physical fight, 13 have seen a decrease, 12 have seen no change and four have seen an increase (GSHS).

Physical attacks have decreased in half of countries. Of 24 countries and territories with trend data on the prevalence of physical attacks, 12 have seen a decrease, 10 have seen no change and two have seen an increase in prevalence (GSHS).

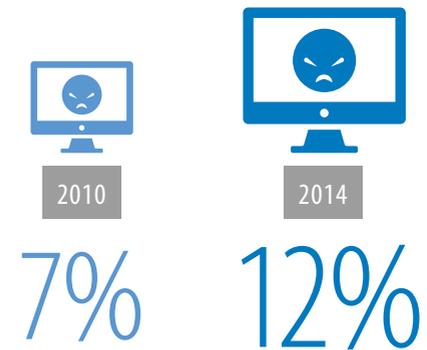
Only five of the 71 countries with trend data for the prevalence of bullying and physical attacks and physical fights have seen a decrease in all three of these: Fiji, Indonesia, Jamaica, Lebanon, Trinidad and Tobago (GSHS).

Figure 7. Number of countries where bullying, physical fights, and physical attacks have increased, decreased or remained stable.



Sources: HBSC for Europe and North America (students aged 11, 13 and 15); GSHS for the other regions (students aged between 13-15). Data collected between 2002 and 2017. Years of data collection and intervals between rounds of data collection vary depending on countries.

Figure 8. Change in the percentage of children aged 11-16 who use internet reporting being cyberbullied in Europe



Source: Global Kids Online

Cyberbullying is a growing problem.

Although the prevalence of cyberbullying is low compared with other forms of school bullying and violence, it is an increasing problem. In seven European countries¹⁵, overall, the proportion of children aged 11-16 years who use the internet reporting that they had experienced cyberbullying increased from 7% in 2010 to 12% in 2014 (Figure 8) (Global Kids Online).

¹⁵ Belgium, Denmark, Ireland, Italy, Portugal, Romania, United Kingdom

Gender and school violence and bullying

School violence and bullying affects both boys and girls but in different ways

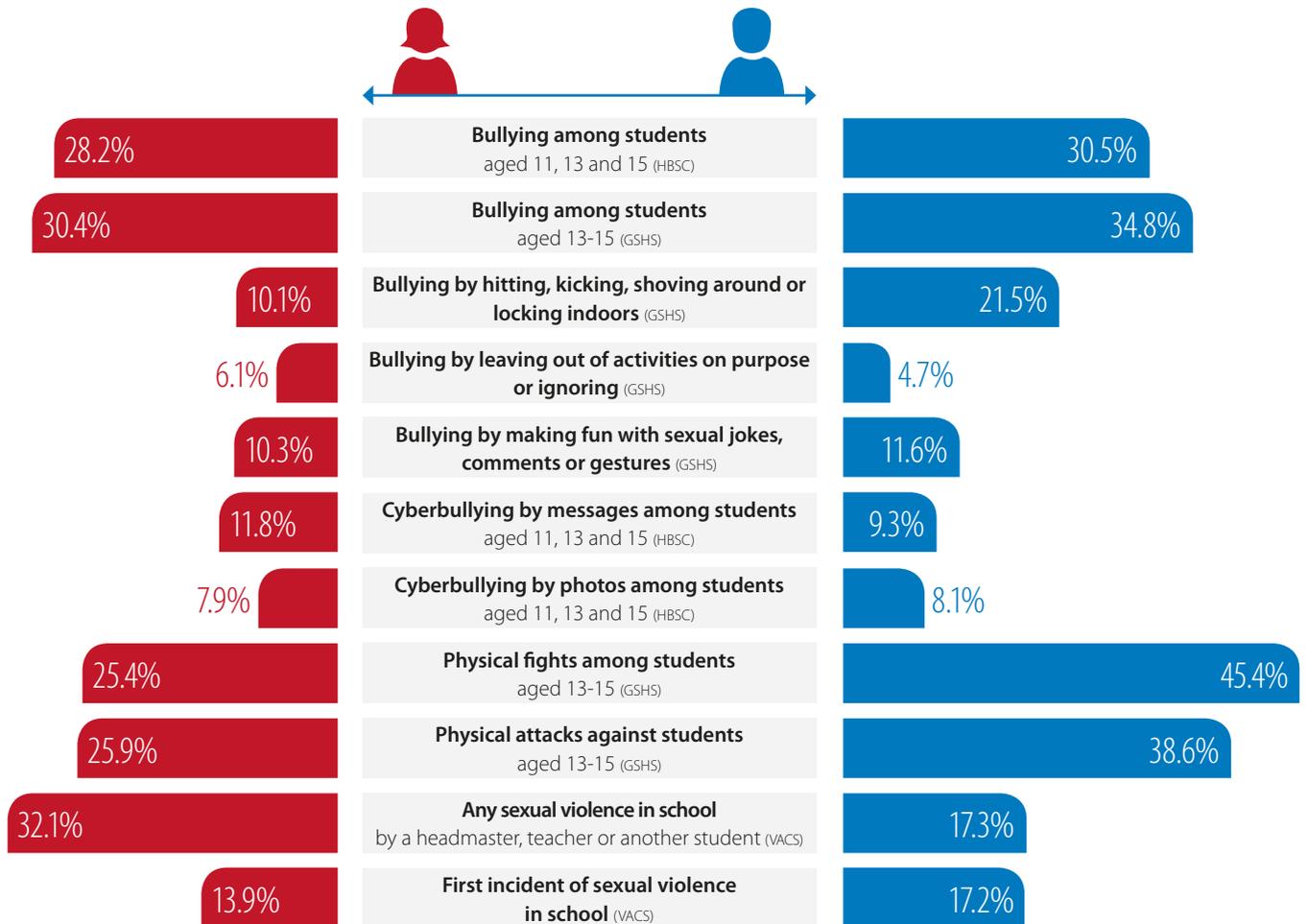
Girls and boys are equally likely to experience bullying. Globally, and in most regions, the prevalence of bullying is similar for female and male students; in the Middle East, North Africa, and the Pacific, boys are more likely than girls to be bullied (Figure 9) (GSHS, HBSC).

Boys are more likely to experience physical bullying than girls, and girls are more likely to experience psychological bullying, particularly being ignored or left out or subject to nasty rumours (GSHS, PISA).

Girls are more likely than boys to experience bullying based on physical appearance. Girls report being made fun of because of how their face or body looks more frequently than boys in all regions, with the difference being particularly striking in Asia, the Caribbean and sub-Saharan Africa (GSHS).

Globally, there are no major differences in the extent to which girls and boys are made fun of with sexual jokes, comments or gestures. However, there are significant regional differences. Girls are more likely to report being made fun of with sexual jokes, comments or gestures in the Caribbean, the Middle East, North Africa and sub-Saharan Africa, while boys are more likely to report sexual bullying in Asia, Central America, the Pacific and South America (GSHS).

Figure 9. How boys and girls are affected by different types of school violence and bullying



Sources: GSHS; HBSC; VACS

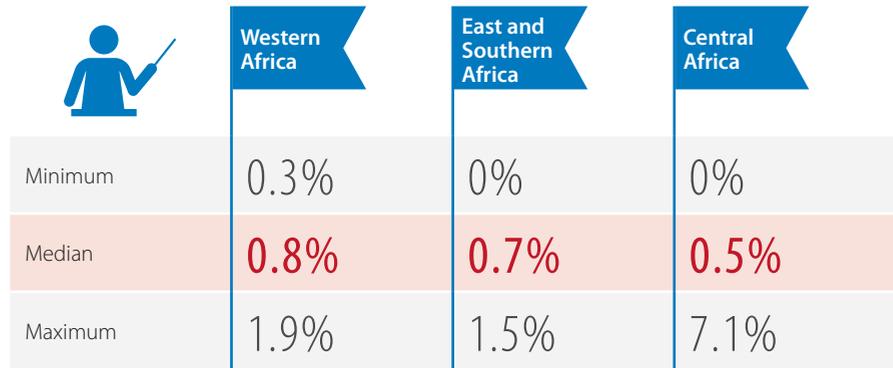
Girls are more likely than boys to be cyberbullied by messages. In Europe and North America, the prevalence of cyberbullying by messages was higher among girls in 24 countries and among boys in three countries; the prevalence of cyberbullying by pictures was higher among boys in 14 countries and among girls in 12 countries (HBSC).

Boys are more likely than girls to have been involved in a physical fight or physically attacked. The largest difference between male and female students was seen in North Africa (GSHS).

Evidence about differences in physical violence and corporal punishment perpetrated by teachers on male and female students is mixed. Some VACS data show that teachers are more likely to perpetrate physical violence against female students, while other data suggest that boys are more likely to experience corporal punishment in school than girls (Know Violence in Childhood, 2017).

Sexual violence perpetrated by school staff and peers affects both girls and boys. For girls it can be as prevalent as bullying, mostly in sub-Saharan Africa, based on data available from selected countries in Asia, the Caribbean and sub-Saharan Africa. Data from seven countries in those regions show that sexual violence is one of the most common types of violence experienced by girls in schools, with one in three reporting that they have experienced sexual violence perpetrated by a head teacher, teacher or another student, compared with less than one in five boys. The median prevalence of young people who experienced sexual violence prior to age 18 and report that the first incident of sexual violence happened in school is 17.2% for girls and 13.9% for boys, respectively. Peers, including classmates and friends, are among the main perpetrators of the first incident of sexual violence among boys, whereas for girls the main perpetrators are an intimate partner, neighbour or stranger (VACS). Among women who had experienced forced sex in school when they were aged over 15 years, the median prevalence who reported that a teacher

Figure 10. Prevalence of women who reported a first instance of forced sex perpetrated by a teacher when they were aged over 15 years, in sub-Saharan Africa



	Western Africa	East and Southern Africa	Central Africa
Minimum	0.3%	0%	0%
Median	0.8%	0.7%	0.5%
Maximum	1.9%	1.5%	7.1%

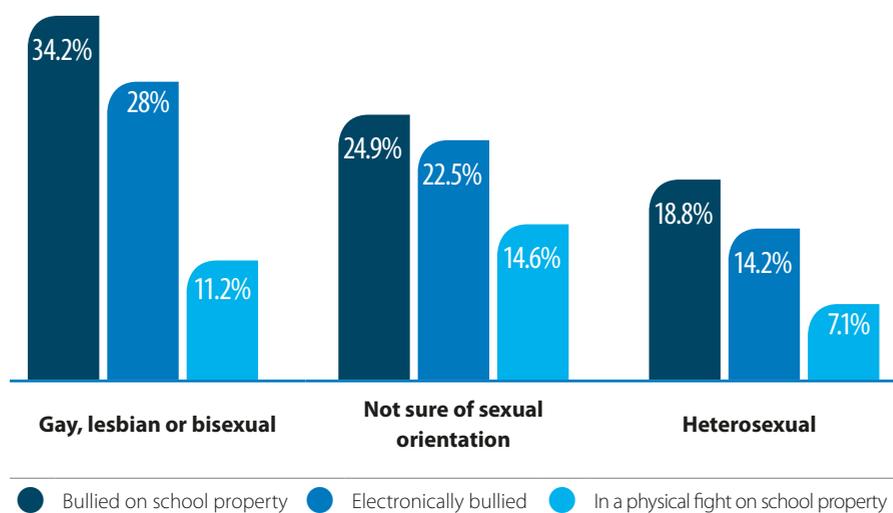
Source: DHS

was the perpetrator of the first instance of forced sex ranged from 0-5% in countries in Central Africa up to 0-8% in countries in Western Africa (Figure 10) (DHS).

Students who are perceived as gender non-conforming (such as boys viewed as 'effeminate' or girls viewed as 'masculine') are more exposed to school violence than those who fit into binary norms of male and female, and stereotypes of masculinity and femininity. These include students who are or are perceived as lesbian, gay, bisexual or transgender. International surveys do not collect data on school violence based on sexual orientation and gender identity or expression. However, data from New Zealand show that lesbian,

gay and bisexual students were three times more likely to be bullied and transgender students were five times more likely to be bullied than their heterosexual peers; in Norway, 15-48% of lesbian, gay and bisexual students reported being bullied compared with 7% of heterosexual students (UNESCO, 2016). In the USA, a large national school-based survey revealed that 11.2% of students identified as gay, lesbian or bisexual or were unsure about their sexual orientation, and that they were significantly more likely to be bullied at school, cyberbullied, and involved in a physical fight at school than students who identified as heterosexual (Figure 11) (Youth Risk Behavior Study, 2015).

Figure 11. Percentage of high school students in the USA who were bullied on school property, electronically bullied and in a physical fight, by sexual orientation



Source: Laura Kann et al, 2015

Factors that influence school violence and bullying

Children who are perceived to be 'different' in any way are more at risk of bullying, with physical appearance, not conforming to gender norms, race and nationality being key drivers¹⁶

Physical appearance is the most frequent reason reported by students for being bullied. Globally, 15.3% of students who have been bullied report being made fun of because of how their face or body looks (Figure 12), and this was one of the top two most frequent forms of bullying in all regions except for the Middle East, North Africa and the Pacific (GSHS). One in three students in North America and one in four students in Europe who have been bullied report that this was based on their

¹⁶ Global comparable data is available only for factors that influence bullying, not other forms of school violence.

physical appearance (HBSC). There is little data on the specific aspects of physical appearance, for example, disability, weight, non-conforming gender expression, that increase vulnerability to bullying.

Being dissatisfied with your body and being overweight are both associated with being a victim of bullying and a bully-victim. In Europe and North America, body image dissatisfaction is more prevalent among bully-victims¹⁷ and children who are bullied than among bullies and those not involved in bullying. Being overweight or obese is also more prevalent among bully-victims and victims than among bullies and those not involved in bullying (HBSC).

Race, nationality or colour are the second most frequently reported reasons by students for being bullied. 8.2% of students

¹⁷ Bully-victims are students who are both bullies and victims of bullying.

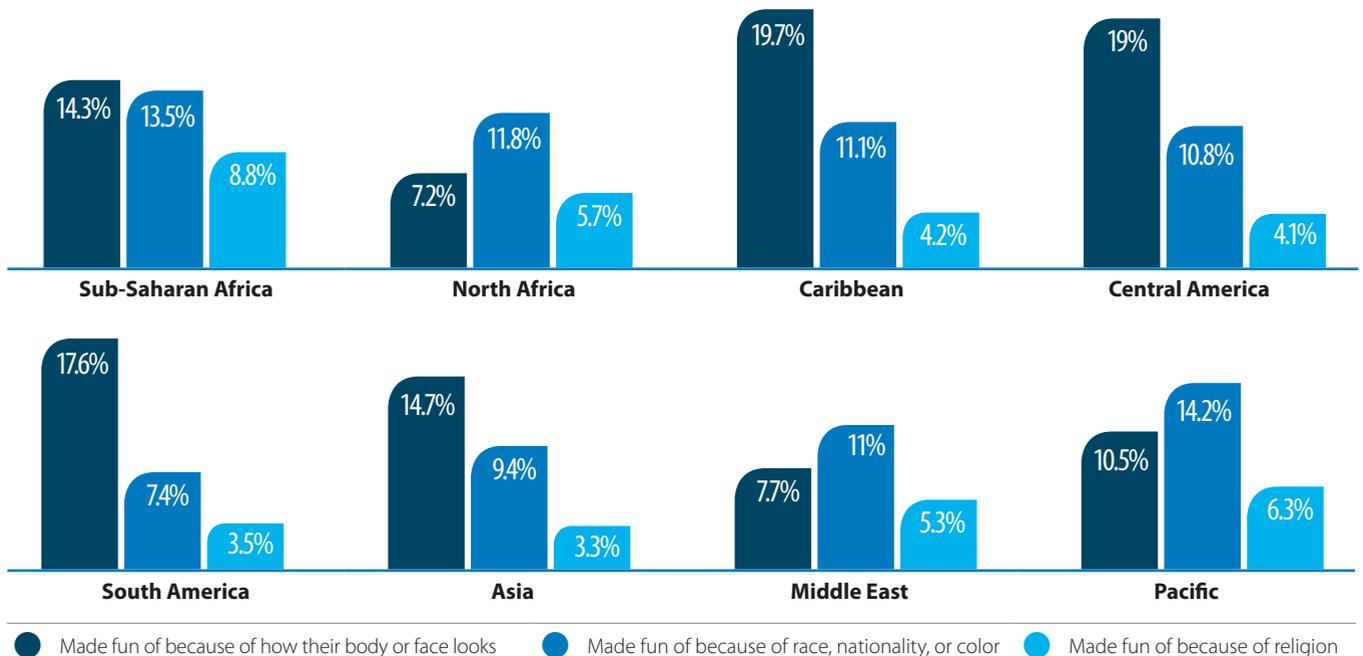
who have been bullied in Europe¹⁸ and 10.9% in other regions (not including North America) report that this was based on their race, nationality or colour. Rates above 11% are reported in all regions except for Asia, Central and South America; the highest rates are reported in the Pacific and sub-Saharan Africa (Figure 12) (GSHS, HBSC).

Compared to other factors, religion is mentioned by a much smaller percentage of students as a reason for being bullied. Across all regions, a lower proportion of students who have been bullied report that this was based on their religion, with the median prevalence being 3.6% for Europe¹⁹ and 4.6% for the other regions (not including North America). The highest rates are reported in the Pacific and sub-Saharan Africa (Figure 12) (GSHS, HBSC).

¹⁸ HBSC data on race, nationality, and colour as drivers of bullying was collected in only six countries in Europe.

¹⁹ HBSC data on religion as a driver of bullying was collected in only five countries in Europe.

Figure 12. Percentage of students who were bullied because of their physical appearance; race, nationality or colour; or religion, by region



Source: GSHS

Being socio-economically disadvantaged also increases the risk of bullying. This is the case in all regions with the exception of the Caribbean and Central America, where there is little difference between students of different socio-economic status, and East Asia, where more advantaged students experience slightly higher rates of bullying (PISA). In Europe and North America (Figure 13), students who perceive their family social status as low or very low are more likely to report being bullied than those perceiving themselves as from middle or high social classes, although there are differences across countries (HBSC).

Data from Europe and North America show that, overall, immigrant students are more likely to be bullied than their native-born peers (Figure 14) and are also more likely to experience cyberbullying although, again, there are differences across countries (HBSC).

Figure 13. Percentage of students who were bullied, by self-perceived family social status



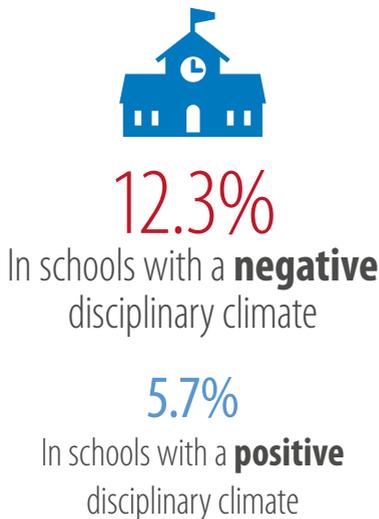
Source: HBSC

Figure 14. Percentage of students who were bullied, by immigration status



Source: HBSC

Figure 15. Percentage of students in OECD countries who were bullied, by perceived disciplinary climate



Source: PISA 2015

The school environment influences the prevalence of bullying

Bullying occurs more frequently in schools with poor discipline and where teachers treat students unfairly. The proportion of students who are victims of frequent bullying is 7% higher in schools with a poor disciplinary climate in class than in schools with a good climate²⁰ (Figure 15). Data from OECD countries also show that bullying is 12% higher in schools where students report that teachers treat them unfairly²¹ (PISA).

²⁰ PISA 2012 asked students to describe the frequency with which interruptions occur in mathematics lessons. This included how often – “never”, “in some”, “in most” or “in all” mathematics lessons – students don’t listen to what the teacher says; there is noise and disorder; the teacher has to wait a long time for students to quieten down; students cannot work well; and students don’t start working for a long time after the lesson begins. These responses were combined to create a composite index of disciplinary climate. A school with a positive or negative disciplinary climate is one where the average index of disciplinary climate is statistically higher or lower than the average level in the country.

²¹ Being treated unfairly refers to students reporting that teachers disciplined them more harshly than other students, and/or ridiculed me in front of others and/or said something insulting to them in front of others, “a few times a month” or “once a week or more”.

Consequences of school violence and bullying

Figure 16. Educational consequences of bullying

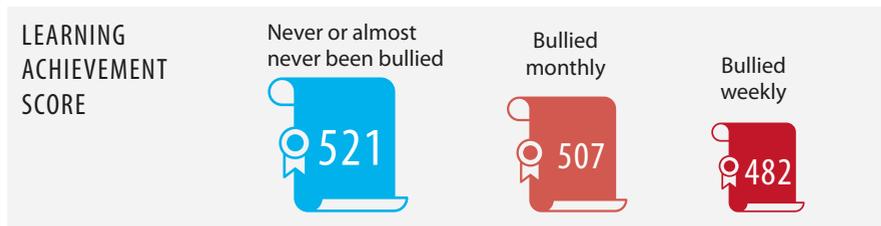
	 Frequently bullied	 Not frequently bullied
Expected to end their education at the secondary level	44.5%	34.8%
Feel like an outsider (or left out of things at school)	42.4%	14.9%
Skipped school at least 3-4 days in previous two weeks	9.2%	4.1%
Feel anxious for a test even if well prepared	63.9%	54.6%

Source: Relationship between being frequently bullied and other student outcomes, OECD average, PISA 2015

Bullying undermines children's sense of belonging in school and future aspirations²²

Children who are frequently bullied are almost three times more likely to report feeling like an outsider at school than those who are not bullied and are more than twice as likely to skip school frequently. They are also more likely to want to leave school after finishing secondary education than students who are not bullied (Figure 16) (PISA).

Figure 17. Impact of bullying on learning outcomes, mean scores



Source: Difference in learning achievement between students who were bullied and not bullied, PIRLS 2015

Educational outcomes are lower for children who are bullied

Children who are bullied score lower in tests than their non-bullied peers. In 15 Latin American countries, students who were bullied scored lower in mathematics and reading tests than students who were not bullied (Figure 17) (TERCE). The more often a student is bullied, the worse their score. In addition, students who are bullied frequently are more likely to feel anxious before a test than other students, even when they are well prepared (Figure 16) (PISA).

SCORES IN...	Not bullied	Bullied
 MATHEMATICS	715.11	699.74
 READING	715.43	696.91

Source: Difference in learning scores between students who were bullied and those who were not bullied, TERCE

SCORES IN...	Schools where 5% of students or less are frequently bullied	Schools where more than 10% of students are frequently bullied
 SCIENCE	517	470

Source: Relationship between being frequently bullied and other student outcomes, OECD average, PISA 2015

²² Global comparable data is available only for the consequences of bullying, and not of other forms of school violence.

Surveys use different achievement scores. They are based on the achievement across all participating countries. The scale centerpoint is set to correspond to the mean of overall achievement or mean performance across countries. PIRLS: The scale has a typical range of achievement between 300 and 700. The centerpoint is 500. TERCE: The centerpoint is 700 for both reading scores and math scores. PISA: the mean performance for science is 493.

Children’s mental and physical health and well-being are adversely impacted by bullying

Bullying has a significant impact on children’s mental health and quality of life. Children who are bullied are twice as likely to feel lonely, to be unable to sleep at night and to have contemplated suicide as those who are not bullied (Figure 18) (GSHS). Self-reported quality of health and life satisfaction is lower among children who are bullied and bully-victims than those who are not involved in bullying (HBSC, PISA).

Bullying is associated with higher rates of smoking, alcohol and cannabis use. In Europe and North America, rates of current alcohol use and of lifetime smoking and cannabis use are higher among bullies and bully-victims than among victims only or those who are not involved in bullying (HBSC). In other regions, children who are bullied are more likely than those who are not bullied to have smoked cigarettes, to have consumed alcohol and to have used cannabis in the previous month (Figure 18) (GSHS).

Bullying is associated with earlier sexual experience. In Europe and North America, among students aged 14-15 years, bullies and bully-victims are more likely to have had sexual intercourse than victims only or those uninvolved in bullying (HBSC). In other regions, among students aged 13-15 years, those who are bullied are more likely to have ever had sexual intercourse than those who are not bullied (Figure 18) (GSHS).

Figure 18. Health differences between students who were bullied and those who were not

		 Bullied in the past 30 days	 Not bullied in the past 30 days
	Felt lonely	18.3%	8.2%
	Were so worried they could not sleep at night	17.2%	7.0%
	Seriously considered attempting suicide	23.4%	12.0%
	Current tobacco use	19.7%	8.6%
	Current alcohol use	30.3%	18.6%
	Current marijuana use	7.9%	1.7%
	Early sexual intercourse	27.4%	18.9%

Source: Mental health risk factors, GSHS; Risk behaviours, GSHS

	Been bullied only	Bullied others only	Been bullied and bullied others	Not involved in bullying
Median % of students who rated their health as excellent*	29.1%	33.8%	28.0%	39.6%

* Students are asked "In general, would you say your health is excellent, good, fair, or poor?" and can chose between excellent (1) versus good, fair or poor (0).

	Been bullied only	Bullied others only	Been bullied and bullied others	Not involved in bullying
Prevalence of eight health symptoms at any frequency (0-8)**	4.47	4.05	4.70	3.51

Source: Relationship between bullying and health and well-being, HBSC, 2013/2014

** Symptoms include 4 psychological and 4 physical symptoms: headache; stomach-ache; back ache; feeling low; irritability or bad temper; feeling nervous; difficulties in getting to sleep; feeling dizzy. The frequency of each symptom is scored on a 5-point scale: 0 = rarely or never, 1 = every month, 2 = every week, 3 = more than once a week, 4 = every day. Incidence rate of those eight symptoms at any frequency (0-8)

Data sources – International surveys that collect data on school violence

Survey	Institution managing survey	Timeline of questions on school violence	Age range of survey	Countries/regions where data is collected on school violence
School-based surveys assessing health-related behaviors and outcomes				
Global School-based Student Health Survey (GSHS)	World Health Organization (WHO)	Since 2003; survey conducted every 3-5 years (for most countries)	13-17 year olds since 2013, and previously 13-15 year olds ²³	96 countries and territories across all regions except Europe and North America
Health Behavior in School-aged Children study (HBSC)	HBSC Consortium	Since 1983; survey conducted every 4 years; next survey in 2021-22	11, 13 and 15 year olds	48 countries and territories in Europe plus Israel, and North America
School-based surveys assessing learning outcomes				
Estudio Regional Comparativo y Explicativo (ERCE) (Regional Comparative and Explanatory Study)	Latin American Laboratory for Assessment of the Quality of Education (LLECE)/UNESCO	Since 2006; survey conducted in 2006 (SERCE) and 2013 (TERCE); next survey in 2019	8-9 year olds (Grade 3) and 11-12 year olds (Grade 6)	15 countries in Latin America (TERCE)
Progress in International Reading Literacy Study (PIRLS)	International Association for the Evaluation of Educational Achievement (IEA)	Since 2001; survey conducted every 5 years; next survey in 2021	9-10 year olds (Grade 4)	65 countries across all regions
Programme for International Students Assessment (PISA)	Organization for Economic Co-operation and Development (OECD)	Since 2015; conducted every 3 years; next survey in 2021	15 year olds	72 countries in Africa, Asia, Europe and Latin America
Trends in Mathematics and Science Study (TIMSS)	International Association for the Evaluation of Educational Achievement (IEA)	Since 1999; conducted every 4 years; next survey in 2019	9-10 year olds (Grade 4) and 13-14 year olds (Grade 8)	77 countries and territories across all regions, with the majority in Europe
Population-based surveys				
Demographic and Health Survey (DHS)	ICF International. Contributions from United Nations Children's Fund (UNICEF), United Nations Population Fund (UNFPA), WHO and United Nations Programme on AIDS (UNAIDS). Funded by United States Agency for International Development (USAID)	Since DHS Phase 5 (2003-2008); conducted every 4 years; current survey phase 2013-18	15-49 year olds	Over 90 countries and territories
Violence Against Children Survey (VACS)	Centers for Disease Control and Prevention (CDC), UNICEF, Together for Girls Partnership	Since 2007	18-24 year olds; 13-17 year olds	Reports available from 11 countries from Africa (8), Asia (2) and Latin America (1).

23 For this report, data covers the 13-15 year olds only for international comparison and trend analysis.

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School violence and bullying:

Global status and trends, drivers and consequences

Violence in and around schools, including bullying, physical attacks and physical fights, undermines learning and has negative physical and mental health consequences. No country can achieve inclusive and equitable quality education if learners experience violence in school.

This short report presents, for the first time, a summary of the latest and most comprehensive evidence on the scale, nature, drivers and consequences of school violence and bullying. It draws on multiple data sources and, in particular, on two largescale international surveys, the Global School-based Student Health Survey and Health Behaviour in School aged Children study – which together provide data from 144 countries and territories in all regions of the world.

A full version of this report will be available in 2019 and will provide further comprehensive data on school violence and bullying, including an analysis of effective responses and case studies from selected countries.

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