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

Joel Reyes
The World Bank
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(INEE Round Table on Violence Extremism and Education)
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

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

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.

Violence with Power Imbalance:
- Domestic Violence
- Violence Against Children & Women

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

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.

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

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<tbody>
<tr>
<td>Incidence (%)</td>
<td>51.20</td>
<td>49.20</td>
<td>48.55</td>
<td>46.43</td>
<td>43.42</td>
<td>40.13</td>
<td>40.34</td>
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<td>CM Gap (%)</td>
<td>9.16</td>
<td>8.61</td>
<td>8.54</td>
<td>7.99</td>
<td>7.33</td>
<td>6.29</td>
<td>5.95</td>
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<td>Sq. CM Gap (%)</td>
<td>2.13</td>
<td>1.98</td>
<td>1.99</td>
<td>1.80</td>
<td>1.64</td>
<td>1.32</td>
<td>1.15</td>
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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

#### Domains of Impact

- **Labor Force Participation**
- **Educational Attainment**
- **Participation and Decision Making**
- **Violence**
- **Health**

#### Outcomes of Child Marriage

- **Labor force participation/segmentation**
- **Literacy**
- **Financial management skills**
- **Opportunity/ability to learn**
- **Skills for labor force**
- **Vocational training**
- **Social capital/networks**
- **Voice in household decision-making and resource allocation**
- **Decision-making power over own time and financial resources**
- **Decision-making over reproductive health choices**
- **Community participation and civic engagement**
- **Negotiating power with husband, in-laws**
- **Physical, sexual, emotional and other forms of violence**
- **Mental health: depression, self-harm, suicide**
- **Physical health, maternal and child health outcomes**
- **Age of first birth, birth spacing, number of children**
- **Maternal morbidity and mortality:** complications in pregnancy and childbirth, fistula, risk of HIV/STI
- **Nutrition status**
- **Infant and child morbidity and mortality**

#### Intergenerational Effects

- Impact on children's education attainment
- Reinforcing gender norms
- Reinforcing acceptability of violence
- Poor child mental and physical health from witnessing IPV
- Impact on children's health
- Impact on children's nutritional status (incl low birth weight)
- Perpetuating the cycle of poverty

#### Contextual factors:

- Migration, conflict/natural disaster, family socioeconomic status, geography, labor force options, isolation, social support and networks, age at marriage, spousal age difference, polygamy, socio-cultural norms (ie: religion, ethnicity) around family formation and women's work, legal status and access to justice
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
In Sight Crime: Organized Crime in the Americas (www.insightcrime.org)