



5th UNESCO Forum on Transformative Education

for Sustainable Development, Global Citizenship,

Health and Well-being

The implementation of transformative education
– where do we stand?

What do teachers do to prevent and address violence in schools?

STRAND 3 PLENARY – The crucial role of teachers

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Introduction

**Study objectives,
methodology and
limitations**



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Objectives of the study

To find out:

- **Practices** - What teachers do, or don't do, to prevent and address violence in schools
- **Needs to prevent and address violence** - Whether teachers have the necessary skills and support to act effectively, and what training and support they need



Methodology of the study



Literature
review

**Global online
survey**

Focus group
discussions



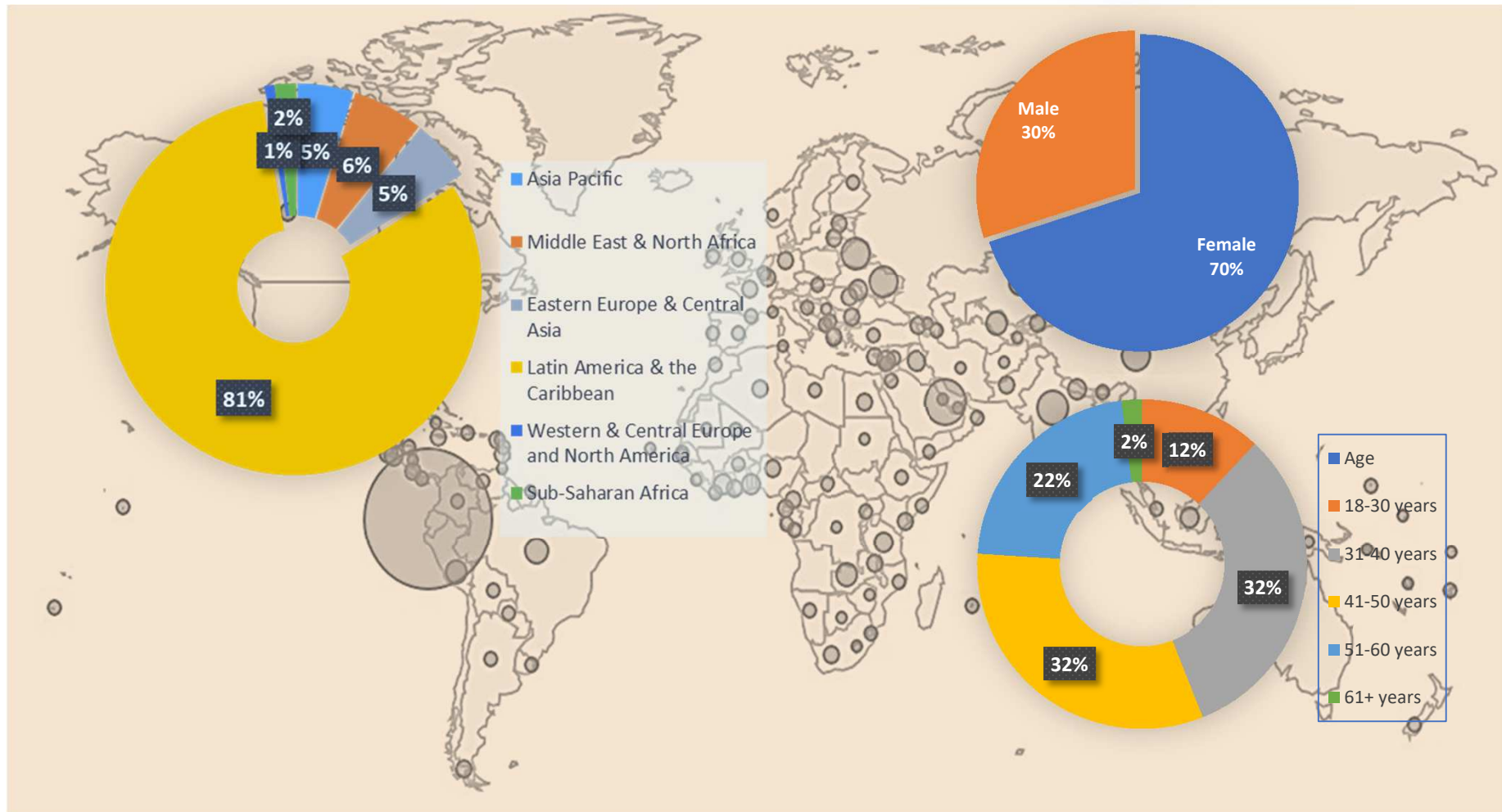
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The role of teachers in preventing and addressing bullying and cyberbullying

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Information about the respondents

34,877 teachers from 147 countries and territories participated in the survey ...





**Key
findings**

**1. What do teachers do
to prevent and respond
to violence in school?**



What do teachers teach to prevent school violence?

Many teachers teach about topics that are important for the prevention of school violence

- **Over half** of the respondents teach comprehensively about:
 - values such as tolerance, inclusion and respect for diversity
 - children's rights
 - recognizing and avoiding unsafe situations and getting help
 - recognizing abusive relationships
- **However fewer than half** of the respondents teach students comprehensively about:
 - Influence of social norms related to gender on behaviour
 - Influence of social norms related to ethnicity and religion on behaviour
 - Keeping safe from online harassment



Identifying students vulnerable to school violence

- **Almost all teachers** take steps to identify students who are **vulnerable to school violence** through observations and interactions with students
- But **fewer than one third of teachers** are aware that some **students are more vulnerable to school violence** according to existing evidence:
 - Younger boys and girls
 - Students with disabilities
 - Gender non-conforming students who do not conform with norms related to masculinity and femininity
 - Students from migrant families
 - Students perceived holding different religious beliefs



Strategies used to support victimized students

Teachers use various strategies to support victimized students

- The **most commonly used strategies** are **classroom discussions** (64%), **interacting with parents** (45%) and **teaching students how to avoid using violence** (40%)
- But **only one in three teachers** talks to the victim or mediates between the victim and the perpetrator
- Even **fewer teachers** refer the victim to professional services (27%) or **involve other students in supporting the victim** (8%)



Intervening with perpetrators

Teachers use more supportive than punitive strategies to intervene with perpetrators:

- **The majority of respondents** say they **follow school disciplinary procedures** (63%), conduct **classroom discussion** about violence prevention (62%) or **interact with their parents** (54%)
- A significant minority of them say they **teach or discuss with them how to regulate their emotions and behaviour** (46%) , **ask them to apologise** to the victim (41%), or **refer them to other sources of help** (27%)
- **Very few respondents** say they **punish them verbally** (4%) or **physically** (0.7%)



Engaging bystanders

Teachers seems to attach less importance to the role of bystanders

- About **half of the respondents** engage with students who **witness violence** in school
- The **most commonly used strategies** to engage bystanders are to **discuss with the whole class** on the role of bystanders, and **having private conversations** with the bystanders



**Key
findings**

**2. Are teachers equipped
to prevent violence and
repond to it?**

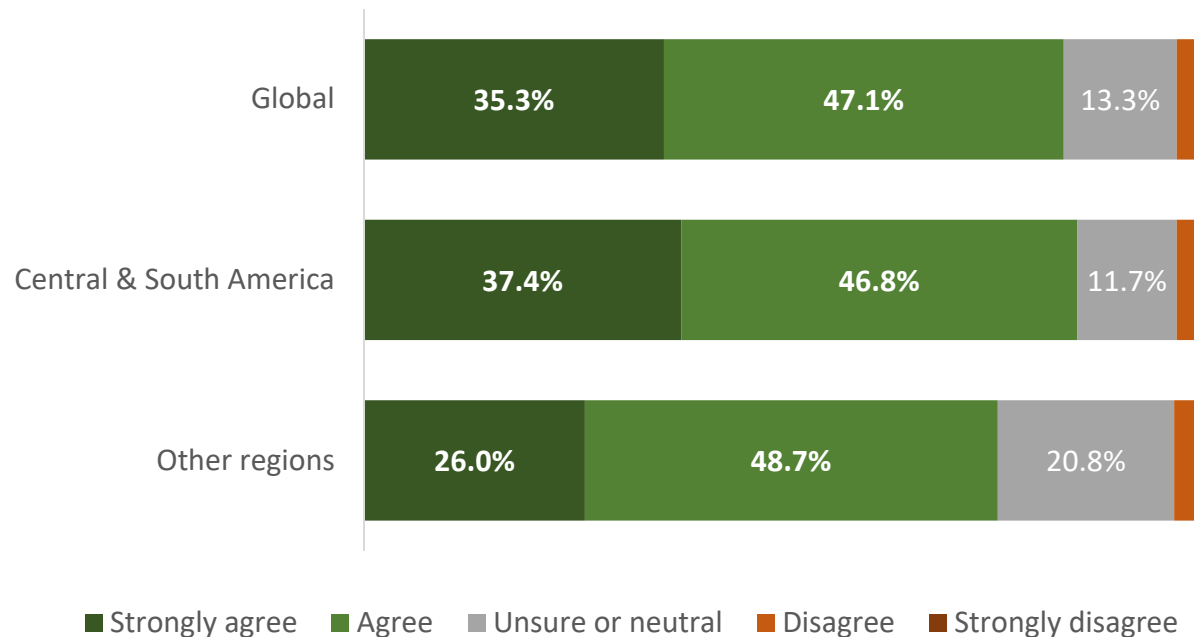


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How do teachers see their role in ensuring a safe environment?

4 in 5 teachers say it is **their responsibility to create a safe learning environment**, but **1 in 5** does not see this as their responsibility.



Teachers' responses to the statement *"It is my responsibility to ensure that students feel safe from all forms of violence in my classroom"*



Do teachers think they have the skills to address violence between students in their schools?

Most teachers believe they have the skills to address violence between students in their schools but much less stop violence immediately when it occurs

- **A vast majority of respondents** (4 in 5 teachers overall, 3 in 4 in regions other than Central/South America) **say they are able to address violence between students** by
 - referring to school rules, regulations and guidance
 - offering support to victims
 - providing guidance to bystanders
 - discussing with parents of students involved in bullying
 - correcting students' misbehaviours without hurting them
- But **only about half of them** feel able to **react immediately to stop violence between students**



Do teachers think they receive adequate training?

Most teachers do not receive adequate training to prevent and address school violence

Pre-service training



In-service training

- Only **1 in 3** teachers in Central and South America and **2 in 5** in other regions **reported receiving sufficient training**
- Almost **1 in 2** say they **received little or no training**
- Younger teachers are most likely to report insufficient training

- Only **1 in 2** teachers says that and professional development the school provides adequate opportunities for in-service training
- Over **2 in 3** teachers say that they have learned through experience



Do teachers think they receive adequate support ?

About 3 in 5 teachers say that **violence in the classroom** affects their teaching practice, motivation and job satisfaction

Only half of teachers say they have the full support of school management to address violence including bullying



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CONCLUSIONS

Teachers need better training and support to address gaps in their ability to identify, prevent and address school violence

- ❑ **Many teachers do not use a comprehensive range of strategies to prevent violence and respond to it**
 - Younger teachers are less likely to report teaching comprehensively about various topics helpful for school violence prevention
- ❑ **Many teachers do not stop violence immediately**
- ❑ **Almost half of teachers feel that they are not fully trained and supported to prevent violence and respond to it**
 - Younger teachers are less likely to report being well-trained and confident





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Thank you!

