



**Virtual Reality Training for the Prevention of Bullying  
“Mission School Peace”**



# BULLYING → DATA IN LATAM

 **A Key** growing problem in Mexico and Latin America.

**Latin America (16 countries): percentage of six-grade primary students who report knowing a classmate who has been robbed, insulted, threatened or struck in the past month, by country**

Country	Robbed	Insulted or threatened	Physically bullied	Any bullying incident <sup>a</sup>
Argentina	53.60	49.61	50.23	74.67
Brazil	45.89	36.89	42.27	67.04
Colombia	58.60	33.21	38.29	72.83
Chile	42.04	29.69	25.13	57.36
Cuba	12.07	7.38	7.42	16.25
Costa Rica	63.34	47.67	48.25	78.56
Ecuador	53.25	33.67	38.95	65.99
El Salvador	41.92	24.29	31.52	55.21
Guatemala	43.21	24.93	31.58	57.66
Mexico	47.19	32.88	33.98	56.88
Nicaragua	60.55	39.95	47.08	63.87
Panama	47.64	36.88	38.57	73.99
Paraguay	38.43	29.37	31.73	63.41
Peru	49.40	42.68	42.16	56.00
Dominican Republic	46.55	35.41	38.79	69.98
Uruguay	45.56	45.49	42.98	60.08
<i>Total for Latin America<sup>b</sup></i>	<i>46.72</i>	<i>35.74</i>	<i>38.91</i>	<i>62.42</i>
<i>Average</i>	<i>46.82</i>	<i>34.37</i>	<i>36.80</i>	<i>62.24</i>

Source: prepared by the authors.

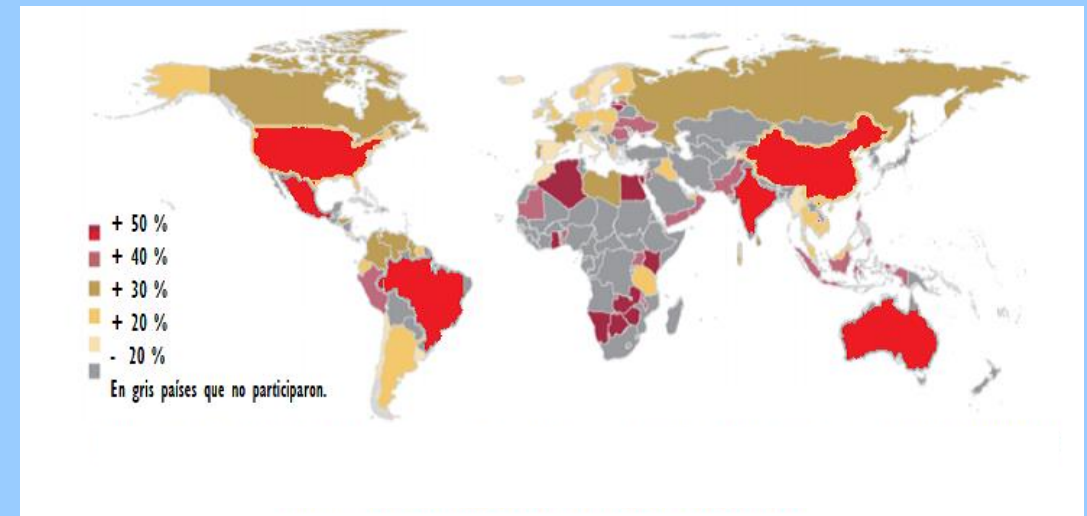
<sup>a</sup> Percentage of students reporting having suffered some type of bullying (of whatever type) at school during the past month.

<sup>b</sup> Results for Latin America as a total calculated by weighting the results for each country.

Marcela, Román & Murillo, F. Javier. (2011). Latin America: School bullying and academic achievement. CEPAL review. 104. 37-54. 10.18356/b5132944-en.

## WORLD DATA

Percentage of children and teenagers that have been bullied in school during 2017 and 2018.



According to the World Health Organization and the International NGO “Bullying sin Fronteras”, bullying is defined as any kind of intimidation and/or physical, psychological and sexual aggression against one or more students that causes damage, fear and/or sadness in the victim or group of victims.

# VR WHEN REAL-WORLD TEACHING OR TRAINING IMPLIES

## Risky

Situation does not allow it.

As an educational resource.

## Significant errors

To avoid devastating errors, harmful to the environment, equipment breakdowns.

Avoid demoralizing errors and reduce costs.

## Achieve learning goals

Achieve shared experiences in group and participatory activity environments, which can be generated only by computer

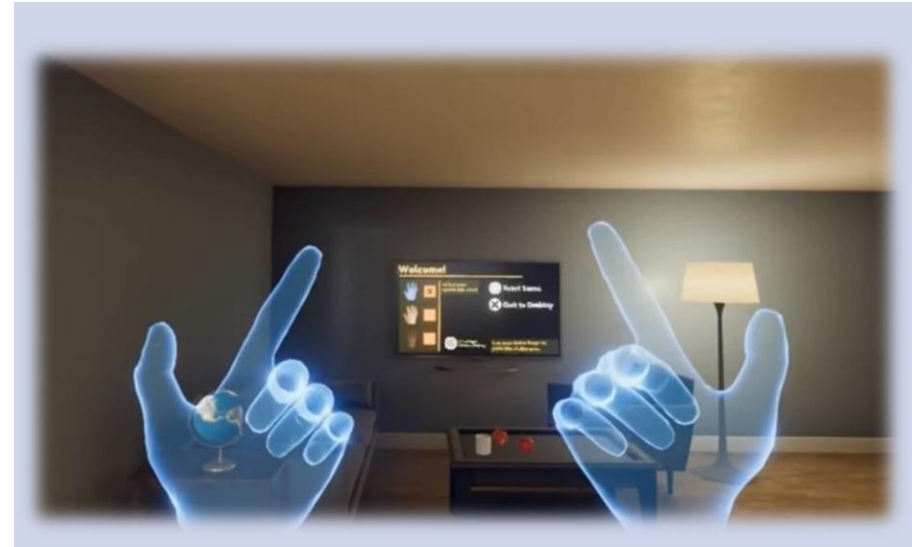
To make learning more interesting and fun and to provide users with different capacities the opportunity to perform experiments and activities that they could not otherwise perform.



# VR CHARACTERISTICS



Immersion

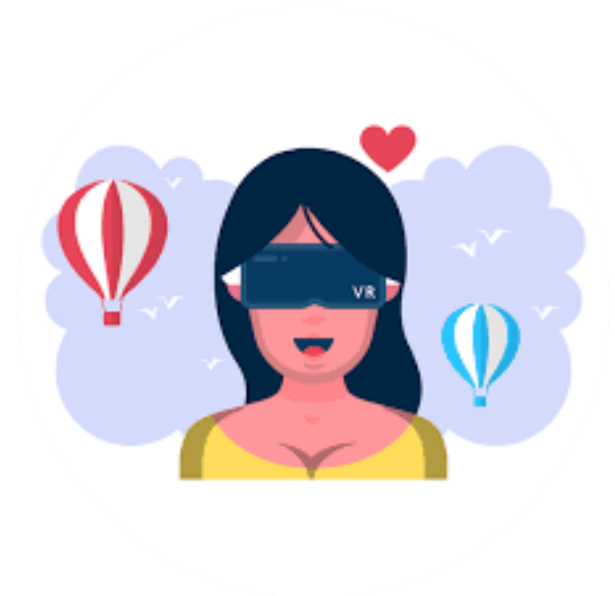
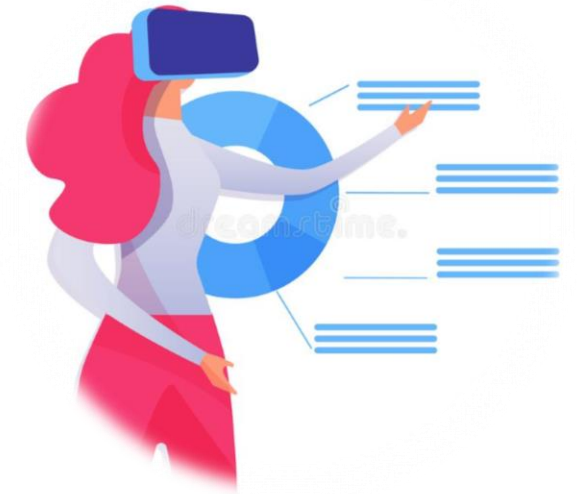
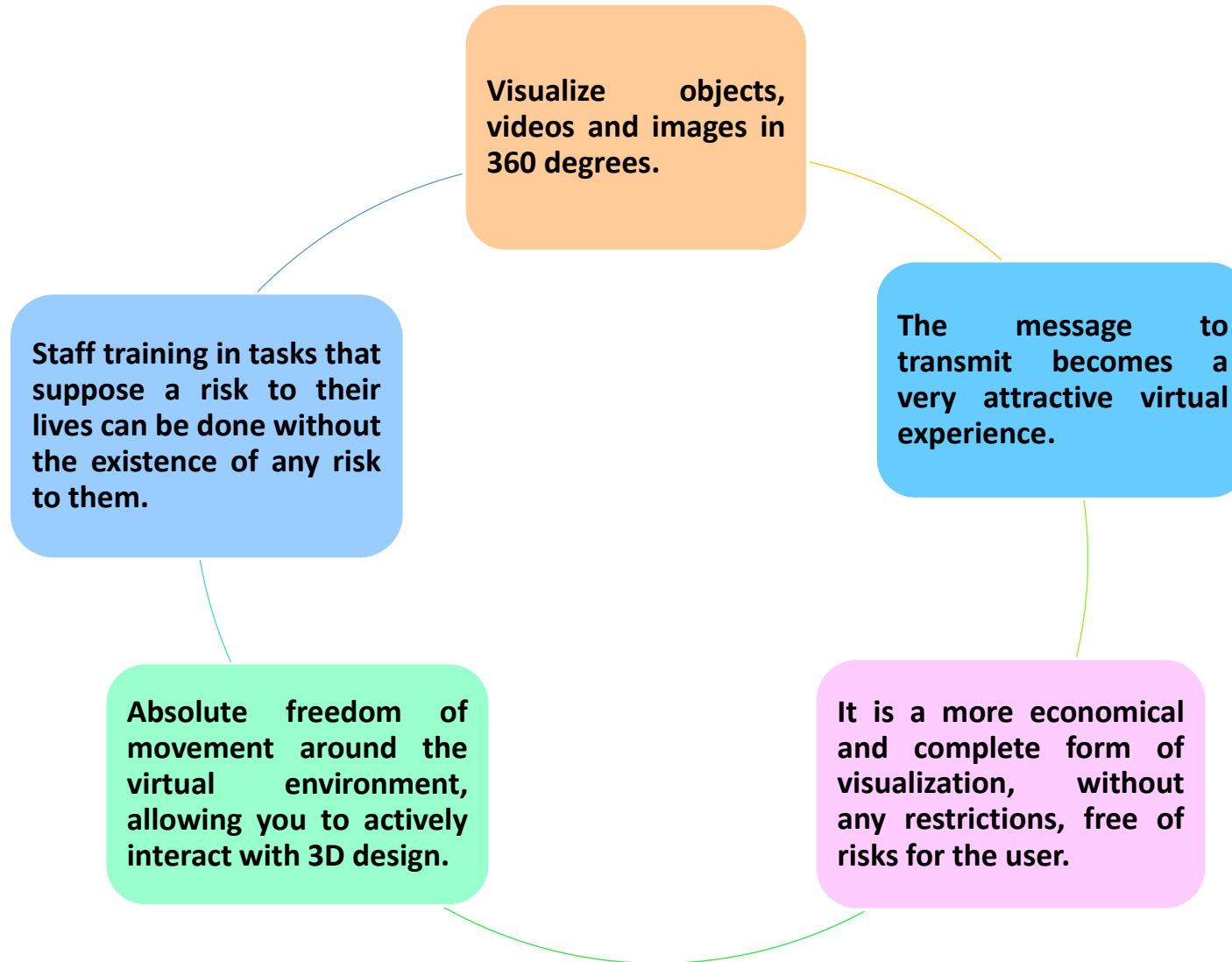


Interaction

- Immersion: The user only perceives the stimuli of the virtual world, so that lose all contact with reality. The degree of immersion will depend on the contact it has with the real environment.
- Interaction: The user interacts with the virtual world through different devices and receives the response in real time through their senses.



# VR BENEFITS



# VR AND HARDSKILLS



**Machine operation**



**Development and learning**



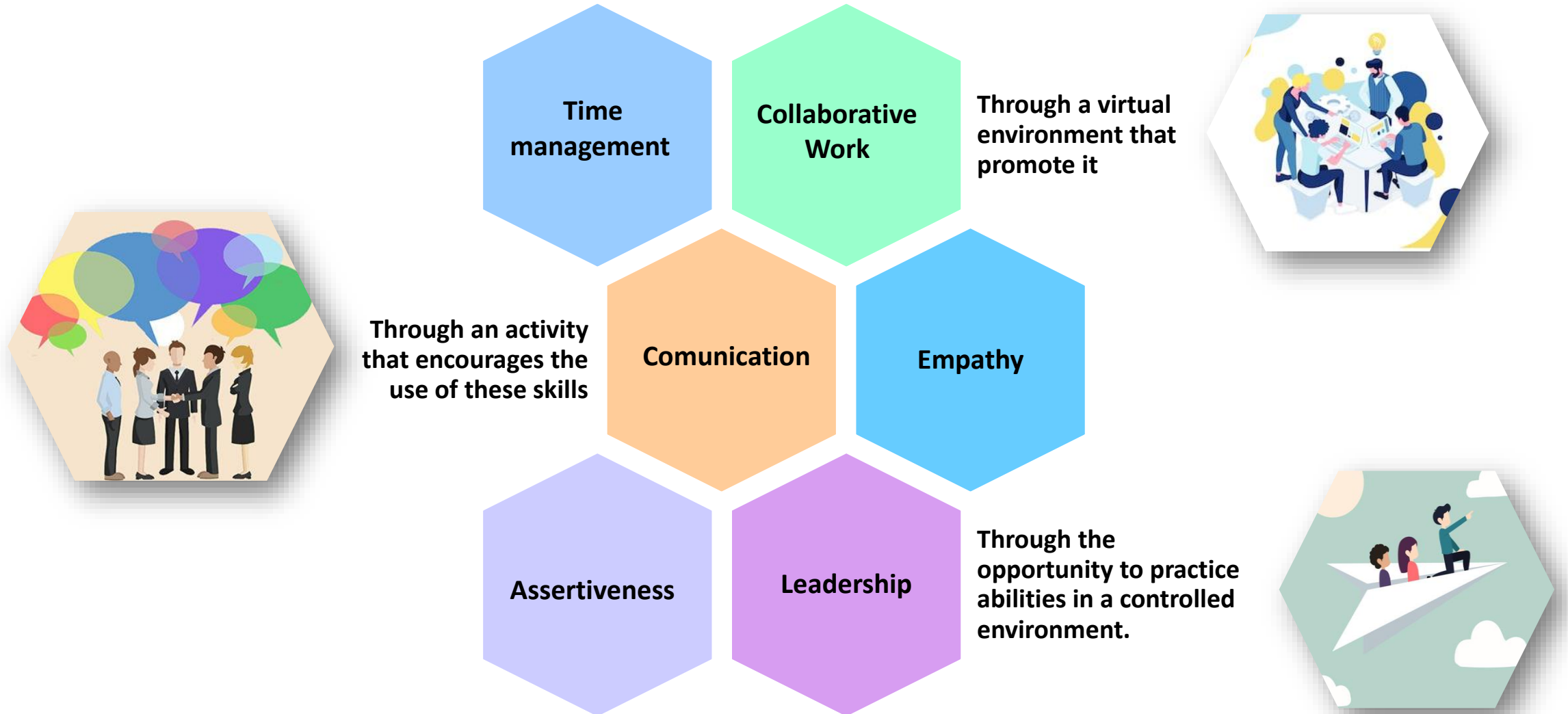
**Knowledge practical application**



**Skills Assessment**



# VR CAN CONTRIBUTE TO THE DEVELOPMENT OF SOFTSKILLS



# ABOUT MISSION SCHOOL PEACE

facebook

This program was designed in collaboration with Facebook and Yeltic and implemented by Fundación en Movimiento to serve more than 40,000 children and adolescents from 40 public schools.

The initiative seeks to teach key socio-emotional skills to students in order to obtain a positive experience in school, prevent risk behaviors and promote better school life.



A program to train young people to deal with bullying using different technologies

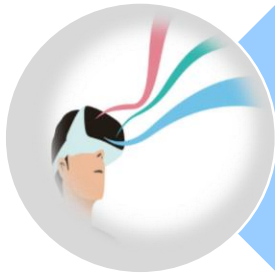


Developing socio-emotional skills in students allows them to interact positively with others, and thus learn to solve problems with assertiveness and make better decisions

Each of the Peace School Mission capsules was designed to help young people develop and practice socio-emotional skills as empathy, conflict management, self-efficacy, assertiveness, self care and decision making.



# MISSION SCHOOL PEACE PROGRAM



## Experiencie

The user experiences the same emotions and reactions as in the physical world. Customizing the experience.



## Repeat

The user can repeat the experiences the necessary amount of times.  
Strengthening learning of new skills.



## Learn

- Take decisions and receive immediate feedback
- Strengthen positive conducts and promote safe behaviour

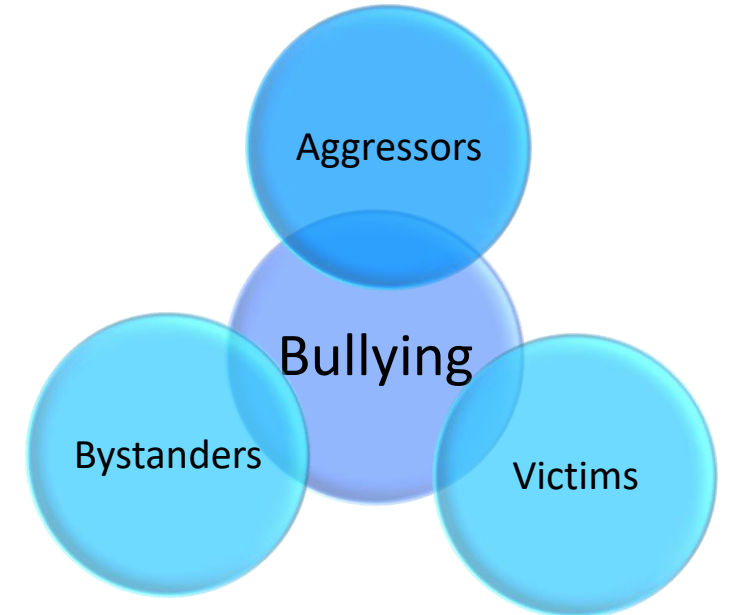


# CYBERBULLYING

Defined as a series of actions intended to hurt, annoy or defame others in a public or semi-public space (for example, online), with the potential to viralize or remain online indefinitely.



Therefore, victims may be repeatedly exposed to bullying and bystanders can participate by observing, repeating or sharing the aggression while keeping the phenomenon alive (Langos, 2012)



# WHY DO WE FOCUS ON BULLYING?

**“12-year-old teenager poisoned by peers with pesticide in her drink.”**



**“Student suffered brain death and died, after being swung between four of his classmates and thrown against the wall.”**



**“13-year-old teenager swallows liquid uncovering pipes to avoid going to school, after suffering repeated harassment by students and their teacher, due to a urinary problem”**



# MODEL BYSTANDERS

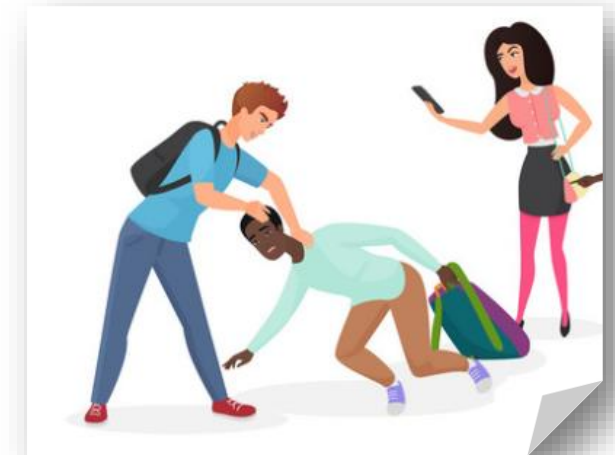
Bystanders play crucial roles in bullying, such as **hostile communication (flaming), destructive comments (trolling) and other acts of cyber aggression** (Dillon & Bushman, 2015)

**Bystanders** play several **crucial roles in bullying**:

- Assisting or reinforcing the bully
- Defending the victim
- Being an outsider

In cyberbullying, **most Bystanders remain passive** (Huang & Chou, 2010)

The Bystanders intervention model (Latane & Darley, 1970) offers an explanation of why bystanders decide not to intervene to help victims of bullying and cyberbullying



# THE STEP BY STEP FOR THE INTERVENTION OF BYSTANDERS

**1**

**CREATE  
AWARENESS**

Note that "Something  
is happening"

**2**

**EMPATHY**

Interpret an event as  
an emergency

**3**

**SELF-EFFICIENCY**

Take responsibility for  
providing help

**4**

**BE ASSERTIVE**

Decide how to help

**5**

**PROVIDE HELP**



Kitty Genovese murder, FBI reported 38 witnessess watched de intervention and no one did anything



# HOW WAS IT BUILDED?

## APPROACH



**Facebook and Yeltic** have been working in the **development and implementation of a Virtual Reality Program to reduce Bullying** in schools in Mexico City and Mexico State **“Mission School Peace”**

## ALLIES



**Fundación en Movimiento** is a Non-profit organization, focused in promoting a culture of peace through strategies of bullying prevention and attention in Mexico.

**UNAM**, one of the most respected universities in Latin America, designed the **assessment questionnaire** to measure the impact of the program

## ADVISORY BOARD



- **Dr. Lewis Bernstein**, education expert and former executive producer of Sesame Street
- **REDIM** (ONG focused on promoting childhood rights in Mexico).
- **Save the Children México**

**The content and experiences were validated and improved by Teenagers in focus groups (13 - 18 years).**

# VIRTUAL REALITY EXPERIENCES TO UNDERSTAND BULLYING

## 1.- Bullying prevention



To sensitize about the importance of thinking before sharing, commenting or publishing in order to create empathy and respect in social networks

## 2.- Online safety



To show how problems or fights we face in the physical world, often jump to the virtual world. To emphasize the importance of safety in social networks

## 3.- Create awareness



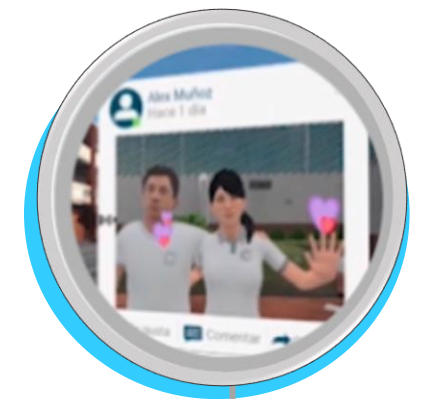
To understand the importance of knowing people prior to befriending them in social networks. To give visibility of tools that let you report

## 4.- You decide what to share

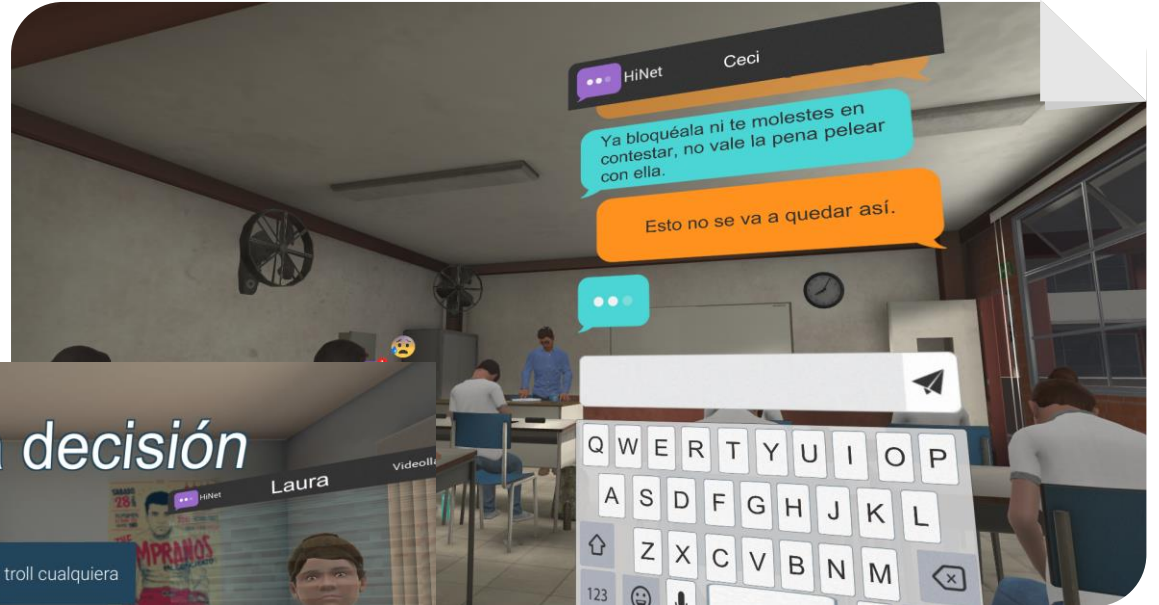


To fully understand the risks of sharing sensible content and give advice about what can be done when facing a situation where a person is being threatened or extorted

## 5.- Online safety



To emphasize the importance of interacting in digital platforms exclusively with the people that we know in the physical world



## Toma una decisión

HiNet Ceci Videollamada

No importa! es un troll cualquiera

Voy a preguntar para ver si alguien conoce a Jorge

HiNet Laura Videollamada





# PHASE 1: IMPLEMENTATION STRATEGY AND CONSIDERATIONS

- Capsules in VR designed to be applied in all LATAM countries
- 34,700 students trained, with data measuring the program effectiveness
- About to start 30,000 additional trainings in Mexico (Aug.19)
- About to start 40,000 trainings in Colombia (July.19)
- Technology that enables collecting all the research data anonymously to generate Intelligence and evaluate impact
- Dashboard generated by Yeltic, allows Facebook to track the development of the implementation in real time



# DEPLOYMENT STRATEGY FOR MEXICO CITY AND COLOMBIA



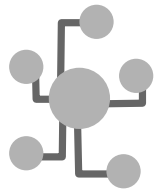
## OBJECTIVE

To generate social and emotional skills like assertiveness, empathy and critical thinking in the students, necessary to prevent bullying situations



## SCHOOL TYPE

Public Schools in Mexico and Mexico State



## REACH

**70,000** students in Mexico (2018-2020)

**40,000** students in Colombia by mid 2020



## STUDENT PROFILE

13 to 18 years



## DATA

Results validated by UNAM, National University of Colombia, Los Andes University and Magdalena University





# YELTIC'S NEW DEPLOYMENT STRATEGY

To maximize impact reaching as many teenagers as possible, through web technology that can be accessed easily with a basic smartphone or from a low-end PC.

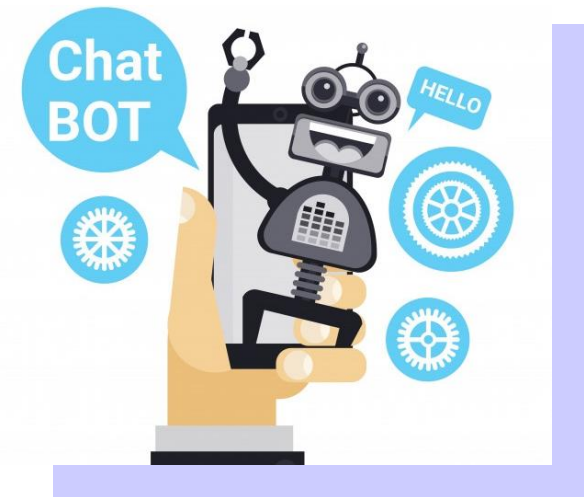
## Practical Exercises “Cartoon Type”

- Mission School Peace training available with or without a VR device

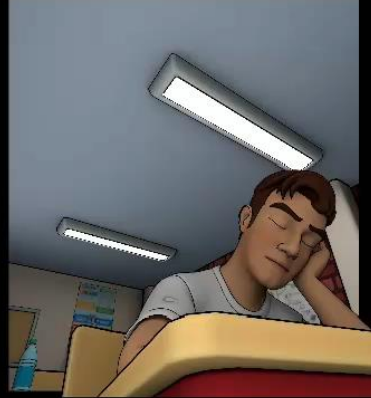


## “Personal Assistant”

- Directed to Teachers, Students and Parents
- Someone to talk to when having trouble
- Will recommend best course of action or will direct users to someone in case of trouble
- Will generate invaluable knowledge base with international data within the different target groups



# NEW PRACTICAL EXERCISES: DEMO



# MISSION SCHOOL PEACE PROGRAM RESULTS

Results validated by UNAM



**40,569**  
trainings  
completed



**48**  
schools  
visited

**90%**

of participants consider  
Virtual Reality as an  
**innovative way to learn**

**84%**

of the students  
**express confidence** in  
**applying the**  
**learned concepts**

**80%**

of the students  
**improved their**  
**knowledge** about  
the use of safety and  
privacy tools in social  
networks

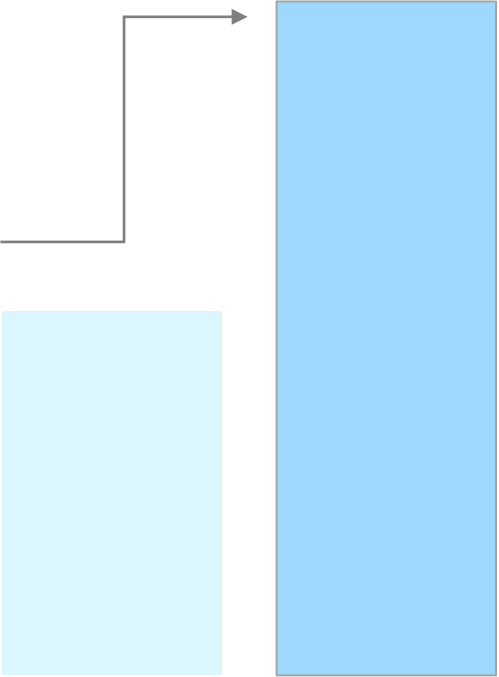
**86%**

of the students would  
like to **learn other**  
**topics** using Virtual  
Reality

# MISSION SCHOOL PEACE PROGRAM RESULTS

## SELF - EFFICACY

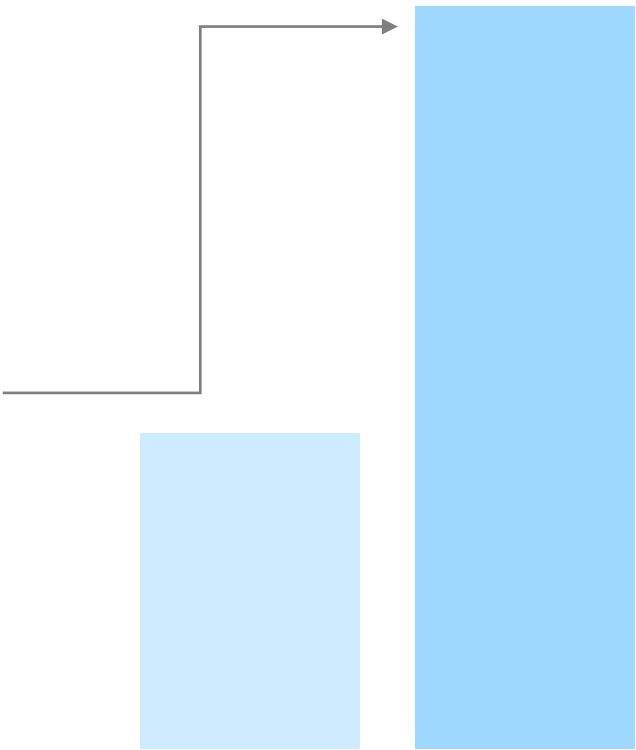
■ PRE ■ POST



30% of the participants increase **Self – Efficacy**

## ASSERTIVENESS

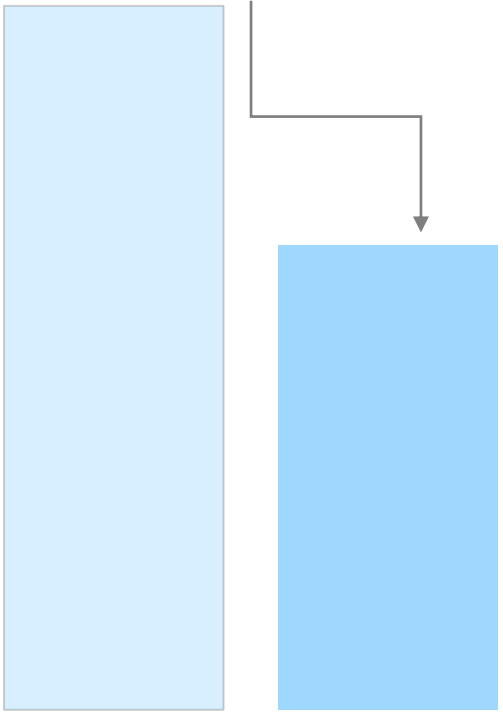
■ PRE ■ POST



40% of the participants increase **Assertiveness**

## PEER PRESSURE

■ PRE ■ POST



20% of the participants **reduced the frequency** in which they **feel pressured** by other to do something they don't want



**THANK YOU**

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