

THE MULTI-COUNTRY STUDY ON THE DRIVERS OF VIOLENCE AFFECTING
CHILDREN

Understanding What Drives Violence: How Process Creates Outcomes

UNICEF Office of Research-Innocenti and University of Edinburgh
Italy, Peru, Zimbabwe and Vietnam

Sexual Violence Research Initiative (SVRI) Forum 2015

Special Session II

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Stellenberg room



Overview of the Study Process



What drives violence affecting children and what can be done about it?



STAGE 1 Grounding the Programme

Identify Country Trends and Research Priorities

- Secondary Data Analyses
- Systematic Literature Review
- 'What Works' Analysis

STAGE 2 Applied Research and Intervention Development

Conduct Primary Field Research and Test Intervention Components

- Mixed Method Approaches
- Social Norms Approaches

Emerging Theories of Change

STAGE 3 Intervention Design

Implement Small and Large Scale Interventions

- Intervention Science
- Rigorous Evaluation Design

Emerging Evidence of Change

Stage 1 : What are we analyzing?

- 457 articles and reports
 - Italy: 72
 - Peru: 200
 - Zimbabwe: 100
 - Viet Nam: 83
- **343 interventions**
 - Italy: 92
 - Zimbabwe: 15
 - Peru: 212
 - Viet Nam: 20
- 10 data sets
 - Italy: Vite in Bilico, HBSC
 - Peru: Young Lives, ENARES
 - Zimbabwe: NBSLEA, ACDPT and Childline
 - Viet Nam: Young Lives, SAVY 1, SAVY 2

What do we mean by the “drivers” of violence?

- We understand that violence as a social phenomenon includes:
 - 'risk and protective factors' and/or 'vulnerabilities and resilience'
 - child, family, community and society-level factors
 - much that is non-linear
- We also understand that relationships matter between people and places:
 - social cohesion or expectations of behavior, and finance and security in **families and communities**
 - formal/informal institutions, commitment of policy makers and the economic and political situation of the country in **governments and nations**

**All of this interacting to create what we call the
Drivers of Violence.**

Why do this work?

“ We already know all-- the drivers of violence . . .”,

-- esteemed colleague at the Swaziland VaC Conference, 2014

- Why do this work?
 - There is still too much violence—we have data, commitment, funding and research but there is work to be done
 - Governments working for children have limited budgets and must prioritize on how to alter this situation
 - Girls and boys of *different* ages are vulnerable to *different* types of violence and require *different* types of interventions—it’s complex
- Our approach needs reflection--
 - Problem-focused: There is a problem with violence here: We need to do a survey! We have have an intervention! *REACTIVE*
 - Solution-focused: What drives violence; and what can you do about it? *RESPONSIVE*

National capacity + Data sovereignty =
Ownership (of violence affecting children)

- Relationship-driven research—where process is as important as product

Country Presentations

- Italy
- Peru
- Zimbabwe
- Viet Nam

- Each country will present only 5 slides:
 - Background on their national context
 - Why they engaged in this process
 - Lessons learned along the way
 - What changes have happened as a result of the process

So what can we say about the ‘drivers’?

- Political economy and history is important:
 - Economic forces and changing expectations are influencing VAC—in Vietnam there is a scramble for consumerism and a push for education—absence of parents, high stress leads to serious mental health.
 - Migration seems to be important across all four countries—Italy’s migrants wash up in the face of austerity; in Peru changing land use patterns among indigenous populations fuels urbanization—movement makes everyone vulnerable.
 - History shapes intergenerational violence manifests in the family and school settings

So what else can we say about the 'drivers'?

- Links between settings of violence where children sleep, eat, play and learn
 - Violence within schools is connected to violence happening in the home—it may be cyclical
 - 80% of children who experienced violence at school in Peru also experienced violence at home
 - As we map both the drivers and analyze the social/child protection landscape:
 - Effective interventions are those that address both the immediate needs of children and families and the broader social causes of violence.
- These 'drivers' are:
- grounded in the history and culture of a community
 - based on sound research a
 - feasible, given available resources

Mixing up the Research Process



What do we mean by outcomes and impact?

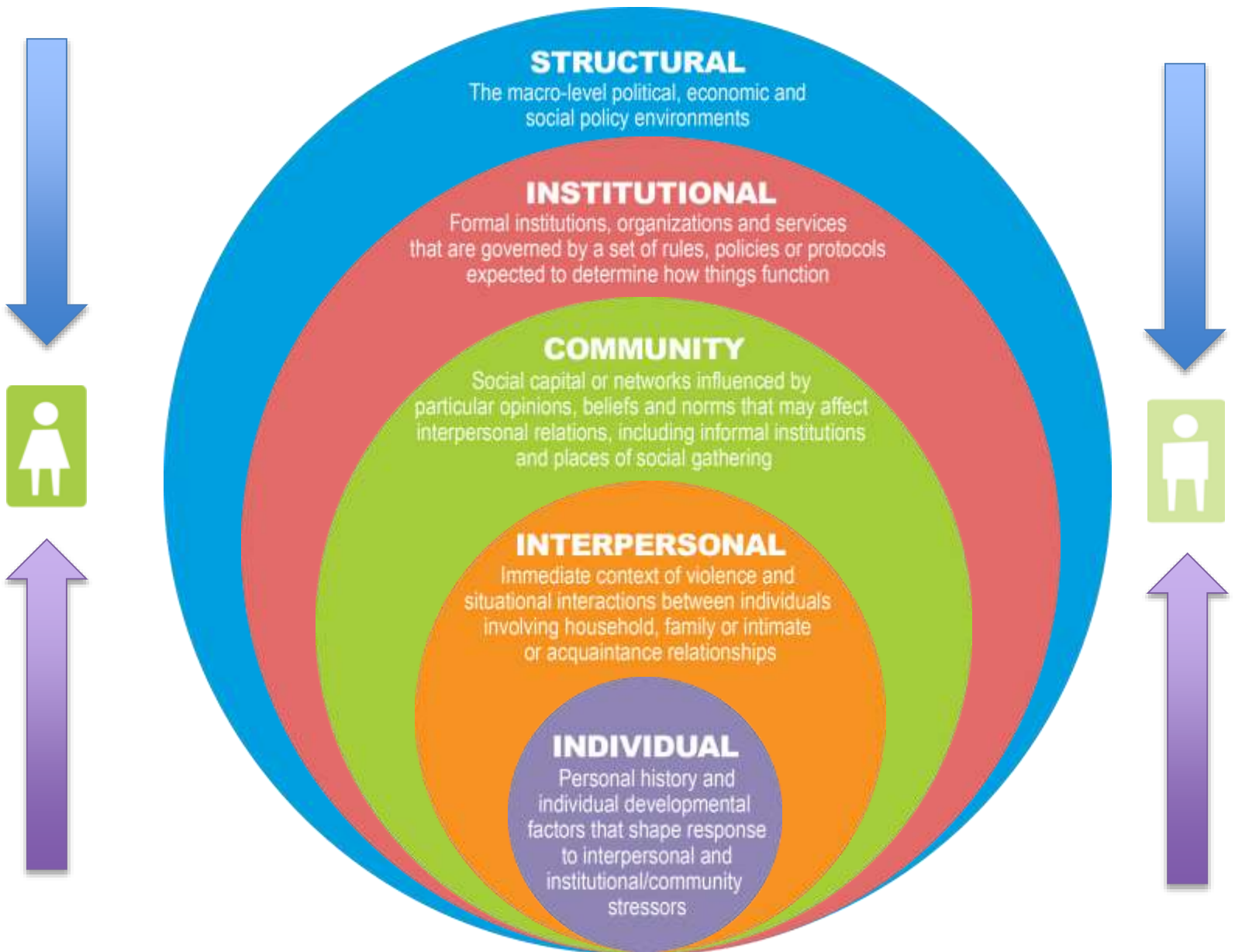
- 4 Governments here to tell you their stories—united around the same issue
- 2 of 4 countries had data under lock and key: now we are supporting the analysis and they are interpreting the findings
- Findings at this early stage have already been used to advocate for changes in law (Peru), to re-jig a violence campaign and develop a new national CP programme (Vietnam), improving the policy on violence affecting children (Italy) and to confront the issue of violence affecting children (Zimbabwe).
- Two countries have already committed funds for violence prevention research in their national plans

Key questions going forward

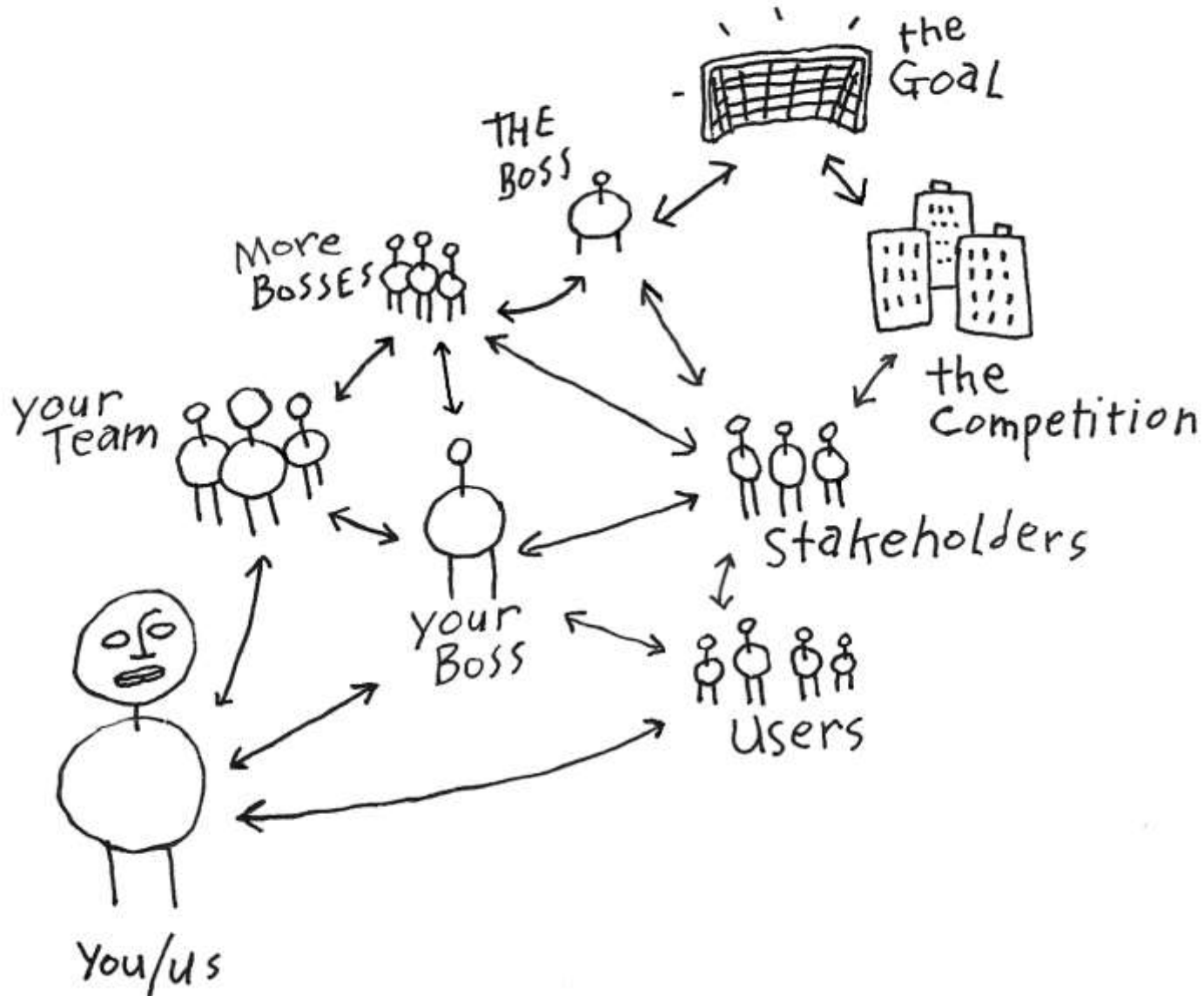
- Thinking about sequential changes
 - What drivers can we change? What can't we change?
- Looking at the mismatch between drivers and interventions
- Making programme logic (ToC) that can be financed nationally and made sustainable

Discussion

The Drivers of Violence



The Research Process



Other important outputs what the drivers study process has delivered

- Decolonising epistemologies & building capacity
 - Importance of developing theories and conducting research originating from the Global South
 - Advocating for data sovereignty (training on national territory vs exporting data for HQ analysis)
 - Ethical publishing between Global North and Global South partners
 - Exploring more regional collaborations
- The process of how we do this work is just as important as the products