The Multi-Country Study on the Drivers of Violence Affecting Children: Using Data to Drive Change

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Multi-Country Study on the Drivers of Violence Affecting Children

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
The Drivers of Violence

**STRUCTURAL**
The macro-level political, economic and social policy environments
- Migration
- Gender inequality
- Rising inequality and the socio-economic crisis

**INSTITUTIONAL**
Formal institutions, organizations and services that are governed by a set of rules, policies or protocols expected to determine how things function
- Poor School Governance
- Weak Child Protection Systems

**COMMUNITY**
Social capital or networks influenced by particular opinions, beliefs and norms that may affect interpersonal relations, including informal institutions and places of social gathering
- Cultural values (taboos around discussing SRH, acceptance of men’s power)

**INTERPERSONAL**
Immediate context of violence and situational interactions between individuals involving household, family or intimate or acquaintance relationships
- Peer influence & pressure
- Family dysfunction
  - debt
  - violence, abuse
  - break-up
  - death/illness
  - migration
  - addiction
- Parent-child roles

**INDIVIDUAL**
Personal history and individual developmental factors that shape response to interpersonal and institutional/community stressors
- Gender
- Age
- Education access
- Parent’s marital status
Power Relations (Simplified): Age and Gender Nexus
The concept of 'drivers' is frequently used in international child protection research rather than the terms 'risk and protective factors' or 'vulnerabilities and resilience'.

*Violence happens in the family, in schools, in the community and these acts occur within a wider context.*

*Drivers are triggers that can interact at all levels to create risk and protective factors for violence.*
Spin Off: Young Lives

Secondary analysis of Young Lives longitudinal study (quant + qual data) of children infancy to 19 years, suggesting when, where & how risk factors manifest in children’s lives.

Research Areas: Corporal punishment in school, Peer bullying, Children’s experiences of violence, Access to services and information
Demand for Better Evidence: The Research to Policy & Practice Process (R3P)
Research Ownership

Research Uptake
Including policymakers as key research partners to ensure real-time application of emerging evidence to national advocacy and programming

• Stage 1 evidence has *informed national action plans for children* in all 4 countries
• Govt’s *allocated funding for continued applied violence prevention research*

National Capacity Building:
Correcting the imbalance of research capacities around the world

• 15 national research partners (institutes for research and national universities)
• ~20 statisticians/demographers from government & related agencies trained in advanced secondary data analysis techniques *within their own ministries* — also allows for a national interpretation of the results
• At least 8 national social scientists trained to conduct systematic literature reviews
• Three northern academic research partners (UoE, UoO, UPenn)
Evidence generation:
Stage 1 has helped bring a wealth of national evidence from Italy, Peru, Zimbabwe and Viet Nam into three distinct and evidence-rich nationally owned documents.

- 11 national data sets
- Review of more than 450 different research studies

Documenting the research methodology:
Essential to document the process so other interested countries can replicate (and adapt) the approach.

Our user-friendly guides include:
Synthesis of Data: 4-Country Snapshot

Violence Affecting Children in the Home

Prevalence of Violence Against Children in the Home

<table>
<thead>
<tr>
<th>Type of Violence</th>
<th>Country</th>
<th>Study</th>
<th>Age Group</th>
<th>Sample Size</th>
<th>Female %</th>
<th>Male %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Witnessing family fights</td>
<td>Peru</td>
<td>SHARE, 2013</td>
<td>9-11</td>
<td>female n=96, male n=81</td>
<td>50.9%</td>
<td>49.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12-17</td>
<td>female n=102, male n=95</td>
<td>52.5%</td>
<td>47.5%</td>
</tr>
<tr>
<td>Psychological violence at home</td>
<td>Peru</td>
<td>SHARE, 2013</td>
<td>9-11</td>
<td>female n=100, male n=80</td>
<td>64.0%</td>
<td>36.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12-17</td>
<td>female n=102, male n=95</td>
<td>68.3%</td>
<td>31.7%</td>
</tr>
<tr>
<td>Social violence by family member or kin before the age of 10</td>
<td>Italy</td>
<td>VANI/UNICEF (2013)</td>
<td>17-70</td>
<td>female n=49, male n=51</td>
<td>10.0%</td>
<td>90.0%</td>
</tr>
<tr>
<td>Of those reporting sexual violence before the age of 10, percentage of relative or perpetrator of victim</td>
<td>Zimbabwe</td>
<td>GDHS, 2011</td>
<td>16-24</td>
<td>female n=106, male n=106</td>
<td>10.0%</td>
<td>90.0%</td>
</tr>
<tr>
<td>Underline persistence of physical violence by partner when wife was aged</td>
<td>Zimbabwe</td>
<td>GDHS, 2011</td>
<td>16-24</td>
<td>female n=106, male n=106</td>
<td>10.0%</td>
<td>90.0%</td>
</tr>
</tbody>
</table>

Violent Discipline in the Home: 4 Countries

Approximately two-thirds of children in Italy, Peru, Zimbabwe and Viet Nam experience discipline at home, replicating global findings demonstrating the use of violent discipline in the home as widespread.

Italy
- In Italy, 69% of parents report corporal punishment as the main form of discipline (UNICEF, 2009).

Peru
- In Peru, 74% of letters and 44% of mothers report using some form of discipline, with physical punishment as the most frequent (UNICEF, 2009).

Zimbabwe
- In Zimbabwe, 26% of children experience psychological abuse or physical punishment during the last month (UNICEF, 2012).

Viet Nam
- In Viet Nam, 85% of children experience psychological abuse or physical punishment during the last month (UNICEF, 2012).

Violent Discipline and the Interpersonal Violence Cycle

Violent discipline can perpetuate a cycle of violence, as children who experience violence are more likely to use violence in future, creating a cycle that is difficult to break.

Drawings Depicting Violence

Longitudinal qualitative data shows that failure to fully domesticate and support children can contribute to violence affecting children in Peruvian homes. Other triggers include the lack of resources to confront a variety of shocks and stresses such as changing jobs, illness, and economic shocks. The use of violence to control children's behavior is also seen as important to a child's education and is generally justified by both parents and children.

References
Next Steps: Prioritization and Pathways

Action Analysis in each country

– What surprises you among the Stage 1 findings?
– What do you think should be done about this?
– How can your Ministry/sector/organization help?

→ Prioritization determines a type of violence (E/P/S) & place where it occurs (home, schools, community)

→ Mapping of selected interventions (priority area)

Understanding Pathways Workshop (end 2016)
Contact Details

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Ravi: How Violence Manifests in India

Age 12: When Mum and Dad fight, I feel bad. When my Dad beats my Mum, me and my brother, we go and try to stop him.

Age 13: Leaves work b/c beaten by employer. Father beats him at home.

Age 16: Tries to protect sister and nephew from violent brother-in-law: She told me not to get involved: she said ‘Go inside!’ He pulled me out and then he beat her. I had to free her.

Age 20: Married, wife is 4 months pregnant: She gets a beating. . .I hit her when she tells anything. . .she won’t keep quiet. . .she keeps muttering to herself and she nags. I get angry.
Snapshot: Child Helpline Data

Secondary analysis of Zimbabwe Child Helpline Data (n=4,199 reports to the helpline about abuse in 2014)

Note: Increase in sexual violence reports for boys during adolescence through the child helpline.

Child helplines’ confidential nature of reporting, may better capture more hidden forms of violence such as sexual violence and neglect and VAC against younger age groups.
# Prevalence of VAC in the Home

<table>
<thead>
<tr>
<th>TYPE OF VIOLENCE</th>
<th>COUNTRY</th>
<th>STUDY</th>
<th>AGE GROUP</th>
<th>SAMPLE SIZE</th>
<th>% PREVALENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Witnessing family fights</td>
<td>Peru</td>
<td>ENARES, 2013</td>
<td>9-11</td>
<td>Females n=806, Males n=781</td>
<td>53.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12-17</td>
<td>Females n=702, Males n=787</td>
<td>59.1%</td>
</tr>
<tr>
<td>Psychological violence at home</td>
<td>Peru</td>
<td>ENARES, 2013</td>
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<td>Females n=702, Males n=787</td>
<td>76.5%</td>
</tr>
<tr>
<td>Sexual Violence by a family member or kin before the age of 16</td>
<td>Italy</td>
<td>VAW Survey (ISTAT) 2015</td>
<td>17-70</td>
<td>Females n=25,000</td>
<td>10.6%</td>
</tr>
<tr>
<td>Of those reporting sexual violence before age 18, percentage if relatives were perpetrators of first event</td>
<td>Zimbabwe</td>
<td>NBSLEA, 2011</td>
<td>18-24</td>
<td>Females n=186, Males n=55</td>
<td>11.3%</td>
</tr>
<tr>
<td>Lifetime prevalence of physical violence by a parent or adult relative prior to age 18</td>
<td>Zimbabwe</td>
<td>NBSLEA, 2011</td>
<td>18-24</td>
<td>Females n=1,062, Males n=1,348</td>
<td>47.8%</td>
</tr>
<tr>
<td>Ever injured by family or partner</td>
<td>Viet Nam</td>
<td>SAVY 2, 2009</td>
<td>14-25</td>
<td>Females n=5,063, Males n=4,981</td>
<td>3.5%</td>
</tr>
</tbody>
</table>

Some prevalence estimates are weighted (e.g. NBSLEA).
For detailed description of definitions, statistics and confidence intervals, see accompanying study reports. Males not included in sample.
*Notes statistically significant difference between prevalence estimates for males and females at p<.05 level