Understanding What Drives Violence: How Process Creates Outcomes

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

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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

Inputs → Activities → Outputs → Outcomes → Impact

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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

**INDIVIDUAL**
Personal history and individual developmental factors that shape response to interpersonal and institutional/community stressors.

**INTERPERSONAL**
Immediate context of violence and situational interactions between individuals involving household, family or intimate or acquaintance relationships.

**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.

**INSTITUTIONAL**
Formal institutions, organizations and services that are governed by a set of rules, policies or protocols expected to determine how things function.

**STRUCTURAL**
The macro-level political, economic and social policy environments.
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