



By the Global Child Protection Area of Responsibility
in partnership with World Vision

Virtual training, 1. – 3. December 2021

Welcome to the Violence Prevention Workshop!



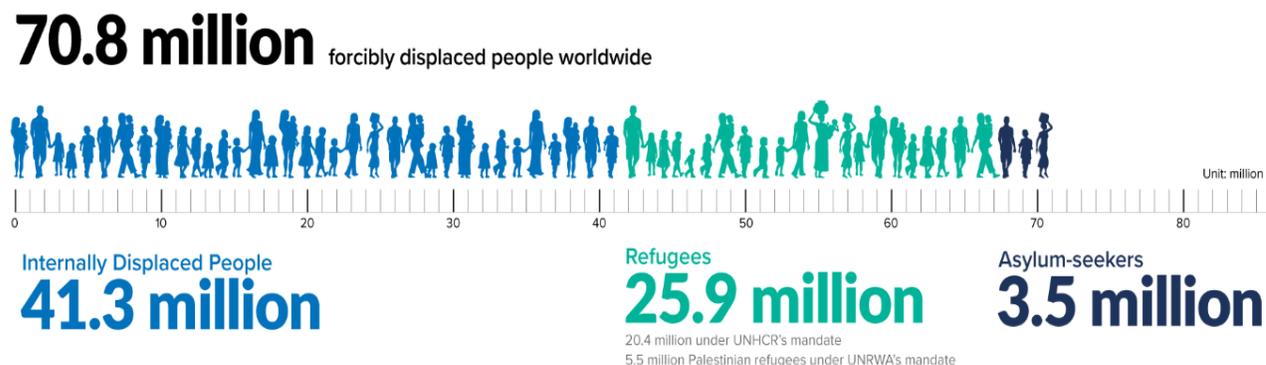
Objectives of today

- What is a **public health approach**
- Identifying **risk and protective factors**
- Get to know the **INSPIRE framework** + its supporting documents
- Hear about each of **the strategies** to end violence against children
- Complementarity of **INSPIRE & CPMS**

Violence Prevention – What is violence prevention for you?

Violence against Children as a public health concern

Globally up to 1 billion children have experienced physical, sexual or psychological violence in the past year.



- Over **half of total refugees** are **children**. 3.7 million are **out of school**.
- In 2018, over **20 million IDPs** worldwide (conflict and violence) were **women/girls**.
- **1 in 2 children experience VAC**. 1 in 4 children live in a country affected by conflict or disaster.
- Many trigger for displacement, including effects of **climate change, conflicts, gang violence** (e.g. El Salvador, Honduras, Guatemala) and **VAC/VAW**.
- **Displaced and migrant children** are at higher risk of experiencing VAC.
- **Pandemic/disease outbreak** increase the risks and vulnerabilities of children to VAC.

INSPIRE – Technical Package

Seven Strategies for Ending Violence Against Children

INSPIRE

Seven Strategies for Ending Violence Against Children



INSPIRE Handbook

Action for implementing the seven strategies for ending violence against children



INSPIRE Indicator Guidance and Results Framework

Ending Violence Against Children: How to define and measure change



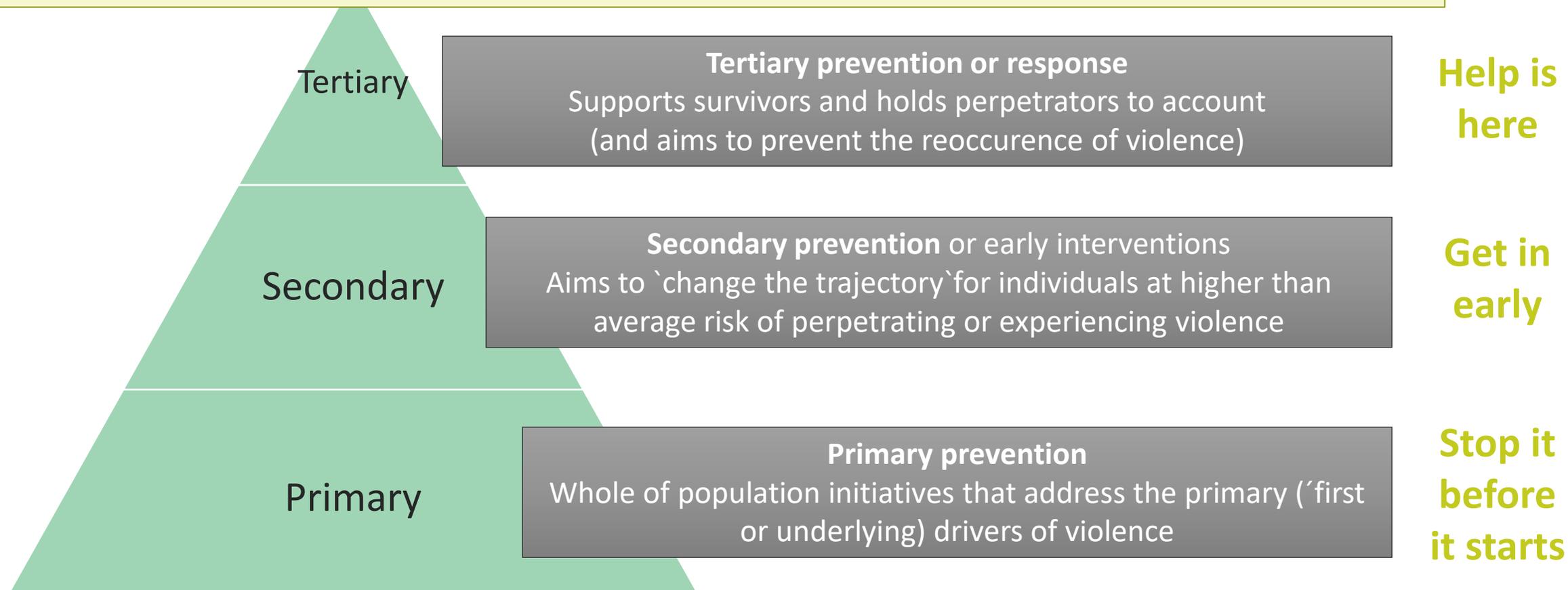
A public health approach

What distinguishes a public health approach?

- **Focus on prevention**
 - By identifying risk factors and trying to generate programs that occur before harms occur, a public health approach helps us to rationalize resources and to avoid violence that should be avoided anyone
- **Focus on programs that are evidence-based, using rigorous methods**
 - Programs may still require adaptation to local contexts, but experimental research designs have demonstrated that the core components of programs are effective in prevention and reducing violence against children
- **Use of a life-course analysis**

Prevention Pyramid of a Public Health Approach

Think of an example of a prevention program you have been involved with. Which level or levels of prevention did it address?



Evidence-based practices – what does it mean?

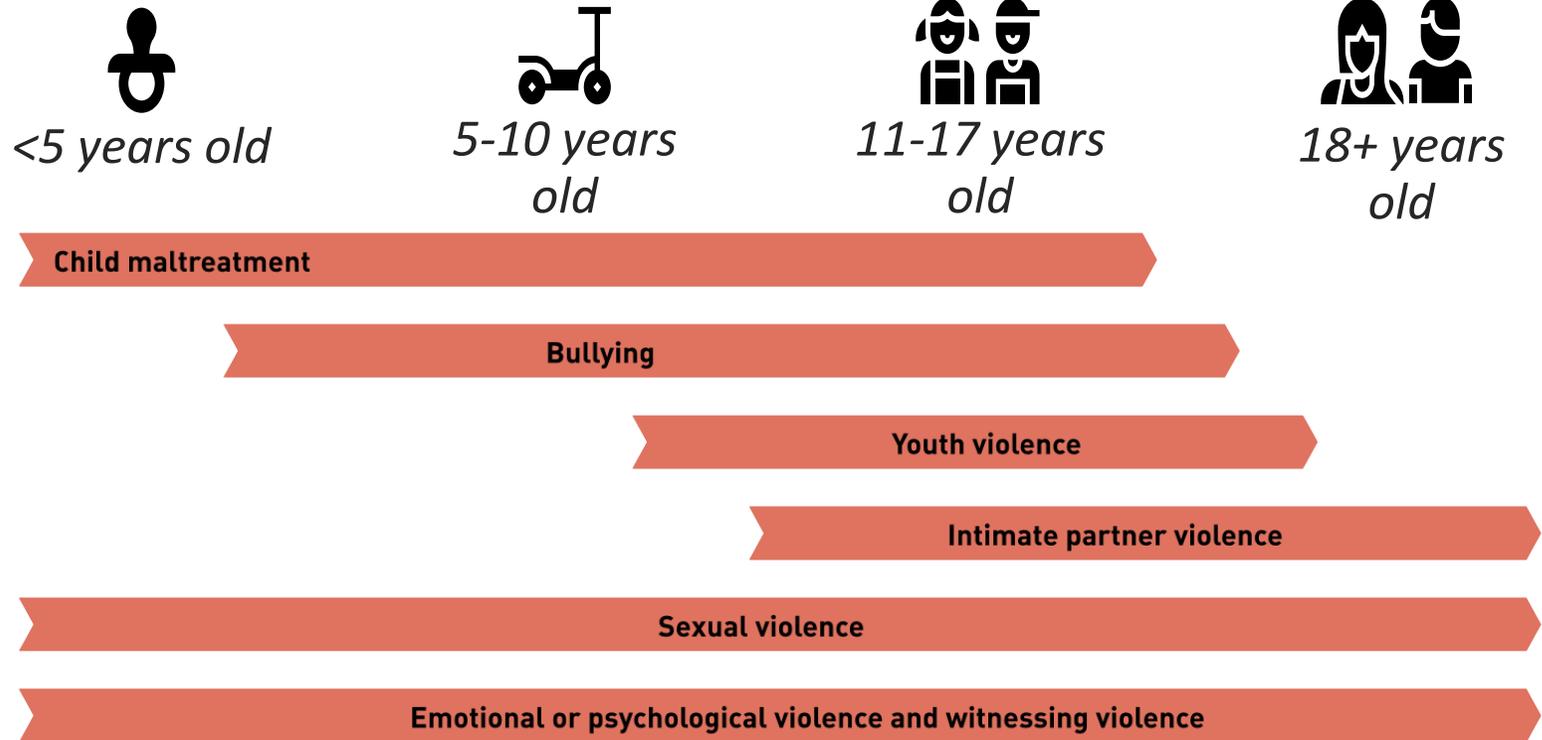
Evidence-based practices in INSPIRE means...

- They have been scientifically evaluated
- They are found to be effective
- They are based upon the best available research evidence, rather than personal belief or anecdotal evidence

Interventions can be evaluated and shown to be **ineffective**. These are not evidence-based practice.

INSPIRE also includes some **prudent practices** which global treaties or resolutions have determined are critical to reducing violence, and/or are shown by observational or qualitative studies to be effective in reducing violence.

Life-course Analysis



INSPIRE – clear logic model



Surveillance

What is the
Problem?



**Identify risk and
protective factors**

What are the
causes?



**Develop and
evaluate
interventions**

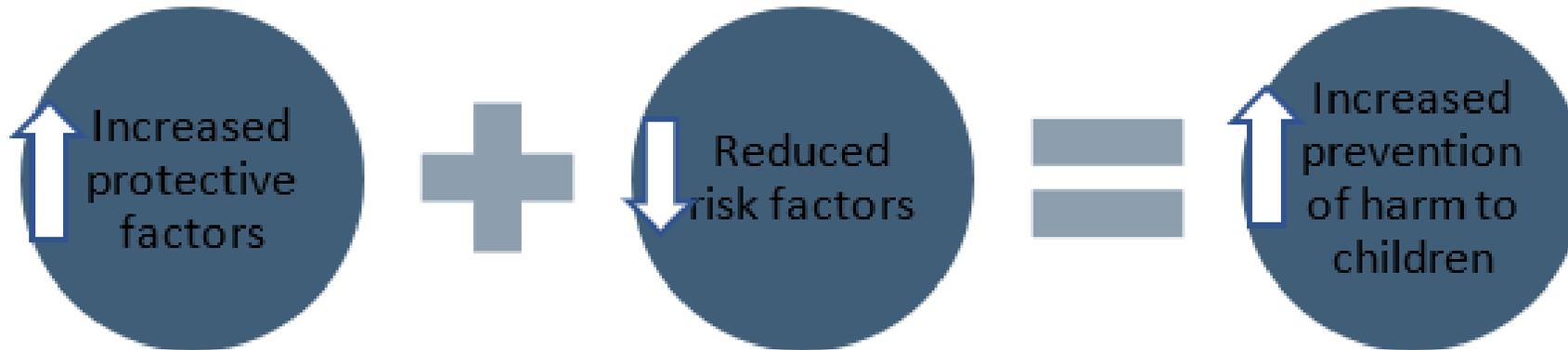
What works and for
whom?



Implementation

Scaling up effective
policy and
programmes

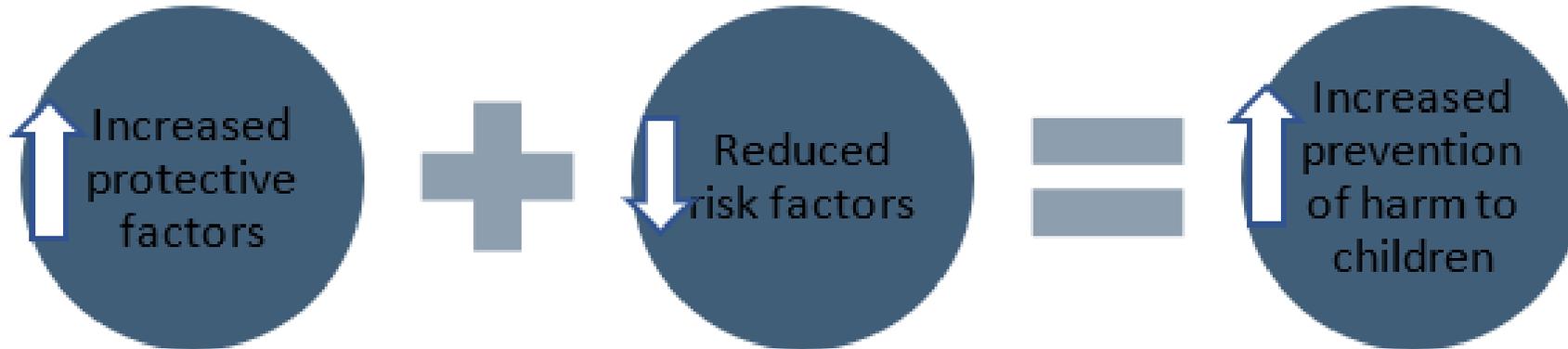
Risk & Protective Factors



It goes beyond the question of *“What are the harmful outcomes to children occurring in this context?”* (e.g., child marriage, violence in schools, recruitment in armed forces, family separation). Prevention programming must also ask:

- ***“What are the risk factors leading to harmful outcomes for children that can be reduced?”***
 - *and*
 - ***“What are the protective factors preventing children from experiencing harmful outcomes that can be strengthened?”***
-

Risk & Protective Factors



Think about the negative outcome of home-based violence in South Sudan:
What are the risk factors leading to home-based violence against children that can be reduced?

Risk factors are threats and vulnerabilities that increase the probability of a negative outcome.

Threats exist in a child's environment, such as individuals or groups who are abusing children or events.

Vulnerabilities are individual traits or experiences that make a person or group susceptible to a threat (e.g., gender, ethnicity, being out-of-school, etc.).

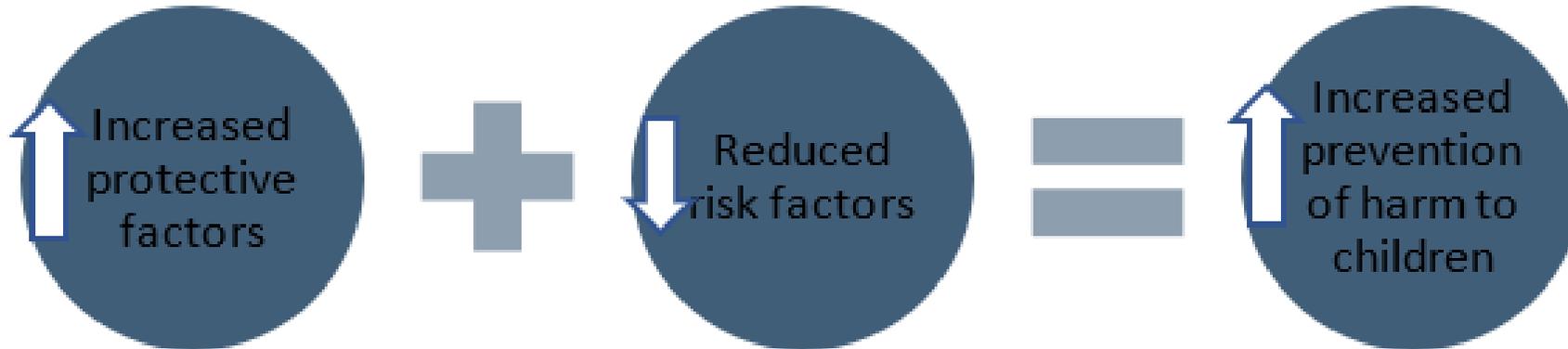
Risk & Protective Factors



Universal Risk Factors

1. Premature birth, birth anomalies, low birth weight, or pre- or post-natal exposure to environmental toxins
2. Lack of caregiving by consistent and responsive caregivers during early life
3. Loss or lack of opportunities to develop the capacity for problem solving, learning and adaptation
4. Loss or lack of opportunities to acquire sequentially growing skills and knowledge according to the requirements of culture
5. Unmet basic needs (such as limited access to adequate nutrition, shelter, clean drinking water, clothing appropriate to climate, and medical care)¹¹
6. Family separation, either temporary or permanent, due to death or inability to continue care on the part of one or more parents or main caregivers (for instance, as a result of forced removal, incarceration, deportation, armed conflict, extreme deprivation or persecution, injury, or physical or mental illness)
7. Exposure to structural, social, or interpersonal violence (including racism, caste or ethnic discrimination and marginalization, gender discrimination, state sponsored violence, community violence, family or intimate partner violence, or physical, sexual or emotional abuse)
8. Lack or loss of access to effective formal and non-formal education
9. Loss of community connections
10. Harmful social or gender norms
11. Absence or non-enforcement of legal and normative frameworks that are meant to protect children from abuse, neglect, exploitation and violence
12. Displacement resulting from forced migration or loss of home

Risk & Protective Factors



Protective factors balance and buffer risk factors and reduce a child's vulnerability. They lower the probability of a harmful outcome. This includes **capacities** to mitigate threats (e.g., having a supportive peer group or enforcement of laws to ensure children are not engaged in harmful work).

What are the protective factors in your context preventing children from experiencing home-based violence that can be strengthened?

Risk & Protective Factors

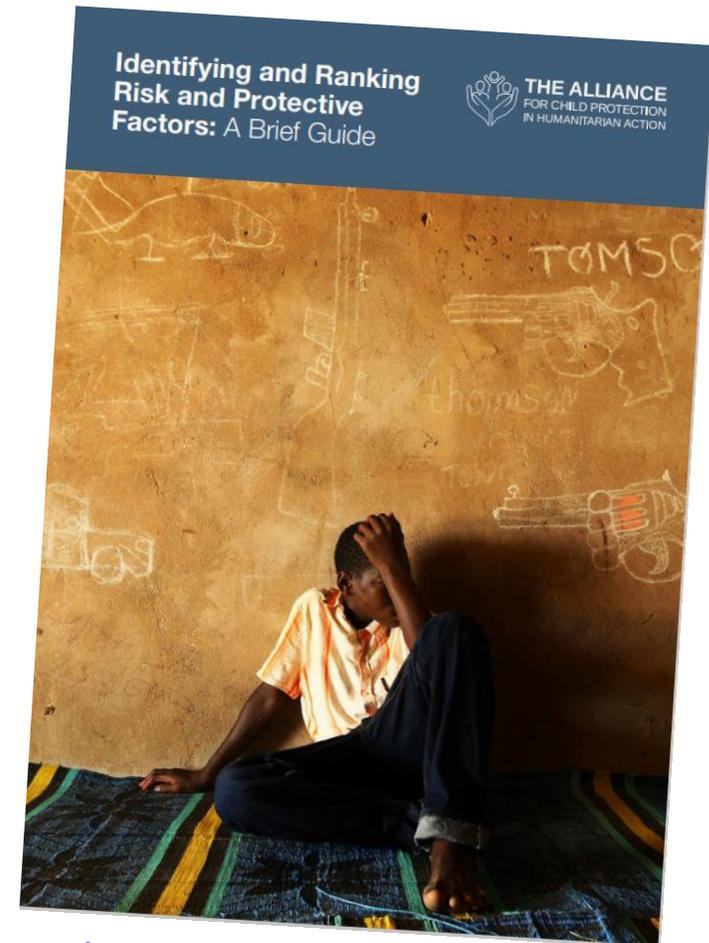
Universal Protective Factors¹⁰

1. Caregiving in early life by at least one consistent and responsive caregiver
2. Ability to form and sustain meaningful connections to at least one other person throughout life
3. Ability to regulate emotions
4. Opportunities to develop the capacity for problem solving, learning and adaptation
5. Opportunities to acquire sequentially growing skills and knowledge according to the requirements of culture
6. Access to effective formal and non-formal education
7. Age appropriate opportunities to contribute to family and community well-being
8. A sense of self-esteem and self-efficacy
9. Ability to make/find meaning in life
10. Opportunities to exercise a growing capacity for agency and judgment in the cultural context
11. Participation in culture, ritual, and communal systems of belief, leading to a sense of belonging
12. Hope, faith and optimism

Risk & Protective Factor Identification

Participatory assessment exercises with children, families, and community members such as focus group discussions or surveys.

- Why is identifying and ranking risk and protective factors important and necessary?
- Who can use this methodology to identify and prioritize risk and protective factors?
- When should you identify risk and protective factors?



[identifying_risk_and_protective_factors_a_brief_guide.pdf \(alliancecpha.org\)](https://alliancecpha.org/identifying_risk_and_protective_factors_a_brief_guide.pdf)

INSPIRE

Seven Strategies for Ending Violence Against Children

Implementation and enforcement of laws



Norms and values



Safe environments



Parent and caregiver support



Income and economic strengthening



Response and support services



Education and life skills



Pathfinding countries



End Violence
Against Children

- Armenia
- Brazil
- Burkina Faso
- Colombia
- Cambodia
- Canada
- Cote d'Ivoire
- El Salvador
- Finland
- France
- Georgia
- Honduras
- Indonesia
- Jamaica
- Japan
- Mexico
- Mongolia
- Montenegro
- Nigeria
- Paraguay
- Peru
- Philippines
- Romania
- South Africa
- Sri Lanka
- Sweden
- Tanzania
- Uganda
- United Arab Emirates
- Zimbabwe



INSPIRE – Implementation Handbook

How to choose and implement interventions suited to your context, including:



Appropriate populations and settings



Core intervention components



Costs and cost-effectiveness



Human resource and infrastructure requirements;



Where to get manuals, training programmes and other implementation support



Lessons learned from previous implementation efforts

INSPIRE – Indicator & Results Framework

4.4 Norms and values

Impact/goal: All children, including adolescents, grow up with greater freedom from all forms of violence; and those who do experience violence benefit from more appropriate care, support and access to justice needed to ensure physical, mental and social well-being.

— (See impact/goal level indicators on page 27)

Intermediate (outcome) result: Norms and values of key groups support non-violent, respectful, nurturing and gender-equitable relationships for all children and adolescents.

4.1 Agreement with the necessity of physical punishment for child-rearing
Percentage of female and male adults or adolescents who agree that physical punishment of children is necessary for child-rearing

4.2 Support for physical punishment by teachers or administrators in school
Percentage of female and male adolescents or adults who agree that teachers or administrators should be allowed to physically punish children in school

4.3 Acceptability of wife-beating
Percentage of females and males aged 13–49 years who agree that a husband (man) is justified in hitting or beating his wife (partner) for at least one specified reason, by sex and age

4.4 Attitudes about women's right to refuse sex
Percentage of females and males aged 13–49 years who believe that a wife (woman) is obliged to have sex with her husband even if she does not feel like it, by sex and age

Output (lower level result): Key population groups have greater exposure to messages about violence against children, gender-equity, and respect for the rights of all children and adolescents.

Scale-up, coverage and quality of Norms and values strategies
Countries or programmes may need to develop locally appropriate indicators to measure scale-up, coverage and quality of Norms and values strategies, adapted to what is most relevant to the geographic and programmatic context

Indicator	4.1 Agreement with necessity of physical punishment for child-rearing Percentage of adults or adolescents who agree that physical punishment of children is necessary for child-rearing
	INSPIRE Strategy: Norms and values
	Intended result (Intermediate/outcome) Norms and values of key groups support non-violent, respectful, nurturing and gender-equitable relationships for all children and adolescents.
Purpose	To measure changes in individual attitudes about physical punishment of children. Reducing the proportion of adults and adolescents who believe that physical punishment is necessary for child-rearing is an intended result of at least two INSPIRE strategies, including Norms and values, and Parent and caregiver support.
Data sources	Population-based household surveys, such as MICS, DHS surveys with a child discipline module and VACS.
Operational definition	Number of adult or adolescent respondents who agree that to bring up (raise, educate) a child properly, a parent or caregiver needs to physically punish him/her, expressed as a percentage of all adults or adolescents asked about their agreement with the necessity of physical punishment. Age range of respondents will depend on what is relevant, ethical and feasible/available for the country.
Sample measurement tool(s) and question(s)	MICS Child Discipline Module (see page 29) (http://mics.unicef.org/tools) PRIMARY CAREGIVERS OF CHILDREN ARE ASKED: <i>Do you believe that in order to bring up, raise or educate a child properly, the child needs to be physically punished?</i>
Method of computation	<i>Numerator:</i> Number of female and male adolescents or adults who agree that physical punishment is necessary for raising/educating a child properly <i>Denominator:</i> Total number of female and male adolescents or adults asked about agreement with the necessity of physical punishment <i>Multiplier:</i> 100 (National estimates are usually weighted.)
Links to online data	National estimates for almost all countries with a MICS survey are available from MICS (http://mics.unicef.org/surveys). Data from 75 countries are available from a 2017 UNICEF analysis in: <i>A Familiar Face: Violence in the lives of children and adolescents.</i> ³⁰
Limitations	◆ Substantial levels of physical punishment persist in many settings with low agreement with the necessity of physical punishment, ³¹ which suggests that attitude change does not necessarily lead to behaviour change, at least in the short-term.
Suggested disaggregation	By sex and age range of respondents; residence (rural/urban); household wealth.
Additional notes	Suggested measurement frequency: Every 3–5 years.

INSPIRE

Components



STRATEGIES							
APPROACH	●●●●	●●●	●●●	●●●	●●●	●●●●	●●●●●
SECTOR	JUSTICE					JUSTICE	
		HEALTH		HEALTH		HEALTH	
		EDUCATION					EDUCATION
		WELFARE		WELFARE		WELFARE	
			INTERIOR				
			PLANNING				
					FINANCE		
					LABOUR		
CROSS-CUTTING ACTIVITIES	MULTISECTORAL ACTIONS AND COORDINATION				MONITORING AND EVALUATION		

Quiz



Which Strategy does the following approaches belong to?

Quiz – The Approaches

Approach: Laws banning violent punishment of children by parents, teachers or other caregivers

- a) Safe Environments
- b) Implementation and Enforcement of laws**
- c) Parent and Caregiver Support
- d) Education and Life Skills
- e) Response and Support Services

INSPIRE – The Approaches



Objective: Ensure the implementation and enforcement of laws to prevent violent behaviours, reduce excessive alcohol use, and limit youth access to firearms and other weapons



Implementation and enforcement of laws

- Laws banning violent punishment of children by parents, teachers or other caregivers
- Laws criminalizing sexual abuse and exploitation of children
- Laws that prevent alcohol misuse
- Laws limiting access to firearms

INSPIRE – The Approaches

Objective: Ensure the implementation and enforcement of laws to prevent violent behaviours, reduce excessive alcohol use, and limit youth access to firearms and other weapons



Potential effects of implementing and enforcing laws on reducing violence against children:

- Reductions in physical violence towards children by parents, caregivers and authority figures
- Reductions in sexual abuse of children, including forced or pressured sex, unwanted attempted sex, and unwanted sexual touching
- Reductions in sexual exploitation of children including trafficking, pornography and prostitution
- Reductions in excessive alcohol consumption and binge drinking
- Reductions in firearm-related deaths and non-fatal injuries
- Increases in social norms and attitudes that protect against the use of violent punishment against children
- Increases in social norms and attitudes that protect against the sexual abuse and exploitation of children
- Increases in social norms and attitudes that support gender equality

Quiz – The Approaches

Approach: Cash Transfers

- a) Response and Support Services
- b) Norms and Values
- c) Income and Economic Strenghtening
- d) Safe Environments
- e) Parent and Caregiver Support

INSPIRE – The Approaches



Objective: Improve families' economic security and stability, reduce child maltreatment and intimate partner violence



Income and economic strengthening

- Cash transfers
- Saving and loans combined with training
- Microfinance combined with training

INSPIRE – The Approaches

Objective: Improve families' economic security and stability, reduce child maltreatment and intimate partner violence



Potential effects of empowering families economically on reducing violence against children:

- Reductions in physical violence towards children by parents or other caregivers
- Reductions in intimate partner violence
- Reductions in children witnessing intimate partner violence in the home
- Reductions in early and forced marriage of young girls
- Increases in social norms and attitudes that disapprove of intimate partner violence

Quiz – The Approaches

Approach: Life skills and social training

- a) Norms and Values
- b) Parent and Caregiver Support
- c) Income and Economic Strenghtening
- d) Response and Support Services
- e) Education and Life Skills

INSPIRE – The Approaches



Objective: Increase children's access to more effective, gender-equitable education and social-emotional learning and life-skills training, and ensure that schools environments are safe and enabling



Education and life skills

- Increase enrolment
- Safe and enabling school environment
- Knowledge about sexual abuse
- Life and social skills training
- Adolescent violence prevention

INSPIRE – The Approaches



Objective: Increase children's access to more effective, gender-equitable education and social-emotional learning and life-skills training, and ensure that schools environments are safe and enabling



Education and life skills

Potential effects of education and life skills on reducing violence against children:

- Increases in school attendance and academic success
- Reductions in child marriage
- Reductions in sexual assault
- Reductions in physical and sexual intimate partner violence victimization and perpetration
- Empowers girls and boys to recognize and protect themselves against intimate partner violence
- Reductions in aggressive and violent behaviours
- Reductions in drug use and excessive alcohol use
- Reductions in bullying behaviours

Quiz – The Approaches

Approach:

Changing adherence to restrictive and harmful gender and social norms

a) Norms and Values

b) Safe Environments

c) Parent and Caregiver Support

d) Income and Economic Strengthening

e) Education and Life Skills

INSPIRE – The Approaches



Objective: Strengthen norms and values that support non-violent, respectful, nurturing, positive and gender equitable relationships for all children and adolescents



Norms and values

- Harmful gender and social norms
- Community mobilization
- Bystander interventions

INSPIRE – The Approaches

Objective: Strengthen norms and values that support non-violent, respectful, nurturing, positive and gender equitable relationships for all children and adolescents



Potential effects of norms and value change on reducing violence against children include:

- Reduced acceptance of violence against women and children
- Reductions in early and forced marriage
- More favourable beliefs towards gender equity and gender-equitable division of labour
- More favourable attitudes to non-violent approaches to parental discipline
- Greater recognition of what constitutes abusive behaviour towards intimate partners and children
- Increased bystander intervention to prevent violence against children and intimate partners
- Reductions in physical or sexual violence by a parent or intimate partner

Quiz – The Approaches

Approach:

Reducing violence by addressing „hotspots“

- a) Implementation and Enforcement of Laws
- b) Norms and Values
- c) Safe Environments**
- d) Income and Economic Strenghtening
- e) Response and Support Services

INSPIRE – The Approaches



Objective: Create and sustain safe streets and other environments where children and youth gather and spend time



Safe environments

- Addressing “hotspots”
- Interrupting the spread of violence
- Improving the built environment

INSPIRE – The Approaches



Objective: Create and sustain safe streets and other environments where children and youth gather and spend time



Safe environments

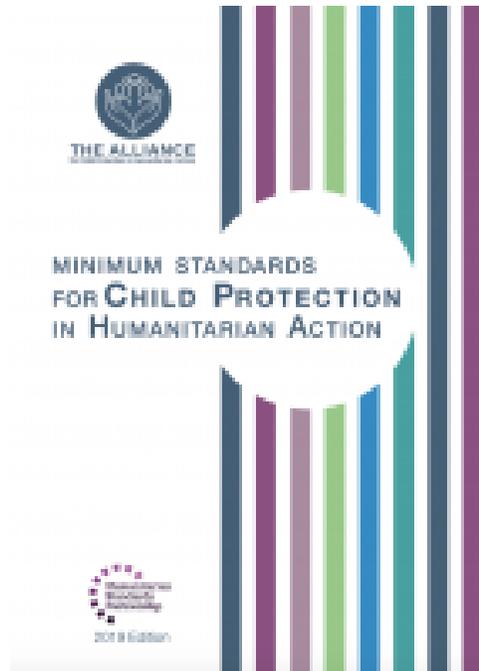
Potential effects of safe environments on reducing violence against children:

- Reductions in assault-related injuries
- Increased safety when moving around the community

INSPIRE versus CPMS



INSPIRE & the Minimum Standards for Child Protection in Humanitarian Action (CPMS) Complementarity & Use



INSPIRE Seven Strategies for Ending Violence Against Children



Minimum Standards for Child Protection in Humanitarian Action & INSPIRE strategies:

A Guide to Complementarity and Use in Humanitarian Action

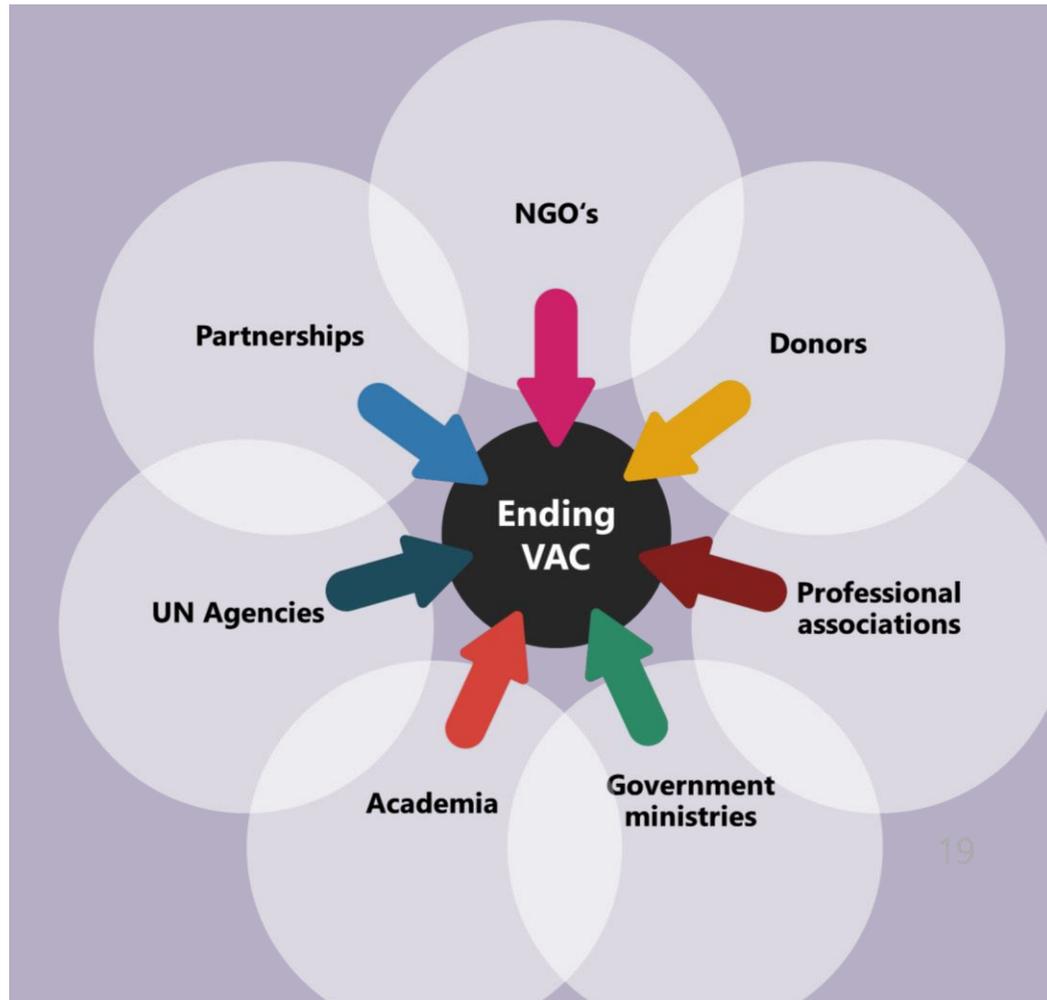


Written by the Global Child Protection Area of Responsibility (CP AoR), the Global Partnership to End Violence against Children in cooperation with the Alliance for Child Protection in Humanitarian Action, UNHCR and UNICEF. March 2020, updated in July 2020 – Geneva/Switzerland.



INSPIRE versus CPMS

Principles- what is similar?



- Guided by **CRC/** Children as agent of change
- Focus on **prevention**
- **Multisectoral** approach
- **Socio-ecological** model
- **System strengthening** approach
- Can be applied in a range of contexts – reinforce **nexus** approach

INSPIRE versus CPMS

INSPIRE ICONS

-  Implementation and enforcement of laws
-  Norms and values
-  Safe environments
-  Parent and caregiver support

Minimum standards for child protection in humanitarian action 11

-  Income and economic strengthening
-  Response and support services
-  Education and life skills

STANDARD 16: STRENGTHENING FAMILY AND CAREGIVING ENVIRONMENTS

The following should be read with this standard: Principles; Standard 14: Applying a socio-ecological approach to child protection programming; Standard 17: Community-level approaches; Standard 18: Case management; and Standard 19: Alternative care.



STANDARD

All children are informed about and protected from sexual and gender-based violence and have access to survivor-centred response services appropriate to their gender, age, disability, developmental stage and cultural/religious background.

9.1. KEY ACTIONS

PREPAREDNESS

- 9.1.1. Collaborate and coordinate with GBV coordination groups and actors to define and include the roles and responsibilities for preventing and responding to child survivors in standard operating procedures. (See [Standard 18.](#))
- 9.1.2. Collect and analyse information about existing SGBV risks through secondary data review. Refer to the *IASC GBV Guidelines* for details on the types of information needed.
- 9.1.3. Consult with children to understand their concerns and views on safety.
- 9.1.4. Develop a referral pathway by mapping types and capacity of:
 - Existing formal and informal service providers who currently provide child-friendly survivor-centred services; and
 - Possible entry points where child survivors may seek support in the future.



PREVENTION

- 9.1.5. Ensure that basic SGBV services are available before engaging with the community on SGBV issues to avoid causing harm.
- 9.1.6. Strengthen and support children and their caregivers through education, life skills training, parenting programmes and economic empowerment. (See [Standard 16.](#))
- 9.1.7. Work with children, families and communities to address social and cultural norms that encourage and promote SGBV and that stigmatise child survivors. Ensure meaningful participation of children and adults with diverse needs when developing actions to transform harmful social and gender norms. (See [Standards 14–18.](#))



INSPIRE versus CPMS

Specific considerations for implementation

How to use
them jointly?

- Both need to be **adapted** to the context.
- CPMS can be implemented from the onset of a crisis while some INSPIRE interventions require more **longer term resources and more stable environments** to be implemented.
- As with the CPMS, not all INSPIRE interventions would necessarily need to be implemented **at once or together**, depending on the context, identified needs, based on data and who is implementing it.



INSPIRE versus CPMS

Things you can do to integrate CPMS and INSPIRE

- 1) Use both the CPMS and INSPIRE strategies to guide **preparedness activities**
- 2) **Identify, document and share evidence-based** interventions implemented in humanitarian settings
- 3) Join the Alliance CPMS Working Group or the global INSPIRE Working Group to share experiences, challenges and knowledge with other practitioners.
- 4) **Strengthen prevention activities** or add them whenever possible, ensuring they are evidence-based.
- 5) **Ensure linkages with other sectors and development actors** working on prevention of abuse, neglect, exploitation and violence against children and responses through **existing national or local coordination mechanisms**.
- 6) CP Sub-Sector: Include some interventions in humanitarian response plans to support resource mobilization.



Child Protection
Global Protection Cluster

Thank you!

Next Sessions ...

Session on **Parent and Caregiver Support:**
Thursday, 2.12.: 9:30 am – 12:30pm

Session on **Response and Support Services:**
Friday, 3.11: 10am – 12pm