

Children and youth facing violence in Africa

What do we know? What can we do?

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Book of Abstracts



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Overview

Developing more effective, evidence-based policies and programmes to prevent and respond to violence affecting children is becoming a key global priority, as signified by targets on ending all forms of violence against children by 2030 as part of the Global Goals. On the African continent increasing attention is being directed towards developing regional and national action plans for preventing violence affecting children. Around the continent research studies have generated insights into the multiple ways in which violence affects the lives of children, and the ways in which diverse contexts may protect from or exacerbate risks. However, there has been a disconnect between research and policy, with insufficient sharing of the implications of research evidence for policy and practice, and few studies focused on policy processes linked to violence against children and young people. This two-day workshop brings together researchers, policy actors and practitioners to share evidence on what we know and what we can do to address violence faced by children and youth from diverse contexts across the region.

Focal areas and key questions for discussions

The workshop aims to share knowledge about contexts of violence, notably how and why violence manifests in the diverse lives of children and youth and how this is experienced in varying circumstances and settings. The workshop will discuss approaches for preventing and responding to violence affecting children and youth. Four questions will form the focus of our discussions:

- What are the differences between local, regional, national and continent-wide understandings and manifestations of violence affecting children and youth?
- What are the connections and intersections between violence and structural vulnerabilities related to poverty, gender and other dimensions of exclusion?
- What have learnt regarding best practice in preventing violence affecting children and youth and what are the implications for policy and practice at local, regional, national and continent-wide scales?
- How can we create bridges between different siloed approaches to violence affecting children and youth, such as across the fields of child protection, social protection, education and gender-based violence?

Abstracts by panel sessions

Children's experiences of violence: connecting the local and national

An exploration of the barriers to adolescent justice in Ethiopia: findings from the GAGE mixed methods baseline.

Nicola Jones, Workneh Yadete and Pilar Domingo, GAGE

The Gender and Adolescence: Global Evidence (GAGE) programme is a nine-year mixed methods longitudinal research initiative aimed at exploring what works to support adolescent wellbeing and healthy and empowered transitions into adulthood. Globally GAGE is following a cohort of 18000 adolescents, with 6700 adolescents spread across Afar, Amhara, Dire Dawa and Oromia in Ethiopia. This paper will draw on the mixed methods GAGE baseline findings (2017-2018) including a quantitative survey with 10-12 and 15-17 year adolescents and their caregivers, in-depth qualitative research with a subset of 200 nodal adolescents, their parents and siblings, and a series of key informant interviews at national, woreda (district) and kebele (community) levels.

After a discussion of the research methodology and tools, the paper begins by discussing the national-level cross-sectoral framework aimed at tackling violence against children and the related policy processes at federal level, drawing on both document analysis and key informant interviews. It then turns to explore the ways in which this policy framework is being translated into programmatic action at the sub-national level, and in particular the extent to which adolescent girls and boys are aware of and able to exercise their rights to bodily integrity and freedom from violence. The paper combines evidence from the survey exploring experiences of age- and gender-based violence, awareness and experience of channels to access justice, and triangulates these with findings from group and individual interviews which discussed in greater depth physical, financial and social access to formal and informal justice institutions for young people. Adolescent perspectives are in turn complemented by key informant interviews with formal and informal justice service providers, including police, courts, clan councils, kebele councils, school management, girls' clubs.

Our findings offer rich insights into the divergent patterning of adolescents' vulnerability to and experience of age- and sexual and gender-based violence across urban and rural locations and regions, and importantly for the purposes of the VAC workshop also point to varied experiences in terms of access to informal and formal justice institutions. We conclude by discussing evidence-based policy and practice implications as to how the disconnects between national level policy frameworks and action plans and local level realities could be tackled, including quick wins and longer term structural reforms.

Understanding violence affecting children and youth in Ethiopia: experiences in Young Lives sites.

Nardos Chuta, Alula Pankhurst and Kirrily Pells, Young Lives

This paper presents findings from a sub-study conducted by Young Lives Ethiopia on violence affecting children and youth in three Ethiopian communities (one rural, two urban). The qualitative research used individual interviews and group discussions to explore the following questions with young people, caregivers, and professionals - (a) how is violence defined? In other words, what constitutes violence, and what is acceptable or not and why? (b) how do children and young people respond to violence and what forms of support are available to them? and (c) are practices, values and norms relating to violence perceived to be shifting in relation to social, economic and cultural change?

The study found a range of terms for and definitions of violence, with differences between the rural and urban sites and variations in the forms of violence considered acceptable or unacceptable according to children's age and gender. Children sought support from a range of people but were reliant on informal sources of support and powerful barriers prevent the reporting of sexual violence. Respondents reported that there has been a reduction in violence on the whole, though some practices continued, and there was a sense that gender-based violence had increased, especially harassment of older girls. A marked intergenerational change was widely reported – and was seen as a response to much greater awareness of changes in the law and children's rights. The presentation concludes by considering the implications for policy.

Violence against children in South Africa: developing an understanding of the underlying determinants and strategies for prevention.

Shanaaz Mathews, Children's Institute, University of Cape Town, South Africa

Violence against children is considered a pervasive problem in South Africa. But little is known about the risk factors associated with violence victimisation during childhood. This paper draws on a study on structural equation models to predict outcomes for violence victimisation and subsequent violence perpetration in a cohort of children in South Africa and a review of evidence based best practises for violence prevention.

Data from the Cape Area Panel Study (CAPS), a longitudinal study with 5 waves, was used in this analysis, with a sample of 4 750 respondents aged between 14 years and 22 years. We conducted structural equation models (SEM) to predict physical and emotional abuse victimisation and perpetration outcomes. The predictive models were derived from the Socio-Ecological Framework approach to VAC, which examines the inter-relationship between individual, family/relationship, community and broader societal factors.

The SEM for emotional abuse indicated increased risk for girls with one or no parent in the household, low household income, someone in the household involved in crime and/ or exposure to illicit drugs in the household, with conflict in the family directly increasing this risk. For boys the SEM shows an increased risk of outcome for physical abuse. For young men current negative influences in the neighbourhood and or current adverse influences in the home increase the risk for domestic violence perpetration while alcohol use or abuse is a predictor on its own to increase the risk for domestic violence perpetration.

There is an urgent need for prevention interventions to strengthen families and reduce adverse exposures in the home as well strengthening strategies to reduce household poverty to reduce risk factors for emotional and physical violence in childhood.

Intersecting violence and gender

Understanding connections and intersections between violence and structural vulnerabilities related to poverty, gender and other dimensions of exclusion in Rwanda.

Roberte Isimbi, Ernestina Coast, Pilar Domingo, GAGE

Rwanda has achieved gender parity in the enrolment of children in primary education, attributed to policies promoting education for all, with a specific focus on girls' education (MINEDUC, 2016). Despite that remarkable progress in primary education, the transition from primary to secondary education remains especially fraught for girls who continue to experience a range of discriminatory gendered social norms and practices, including those related to bodily integrity and freedom from violence.

Multiple qualitative research methods with adolescents boys and girls aged 10-19 (n=417), their caregivers (n=144) and key informants (n=49) from three (rural, per-urban, urban) sites in Rwanda (2016). Innovative age- and topic-sensitive methods were used, including vignettes, a worries exercise, body mapping and in-depth interviews. Qualitative analyses were used to generate themes that emerged from the evidence. The evidence was generated as part of the DFID-funded multi-country Gender and Adolescence: Global Evidence (GAGE) longitudinal policy research programme which aims to better understand what works to enhance adolescent development trajectories, including the most marginalised cohorts.

Rwandan adolescents – both male and female - experience high levels of risk of violence, the manifestations and locations of which differ by gender. For example, beating and physical punishment of children by teachers is commonplace. The reasons for this punishment are multiple, but girls report physical punishment for being late for school as a result of having to complete gendered domestic chores; adolescent girls are expected to do domestic chores before leaving their homes for going to school. Within the household, adolescents are negatively affected by violence, both in terms of the consequences of the presence of spousal violence and also violence experienced by adolescents at the hands of their parents. The persistence of the harmful traditional practice of labia elongation also emerged from the analyses.

The qualitative analyses, combined with a political economy analysis of policies in Rwanda, underscore the negative gender norms that female and male adolescents face with respect to violence. The paper concludes by calling for the employment of a multi-capability approach to tackling adolescent vulnerabilities to violence.

“I don't hit her for no reason”: girls' experiences of 'violent discipline' in Togo and Benin.

Lilli Loveday, Jenny Rivett and Lynsey Robinson, Plan UK

Since 2007, Plan International's “Real Choices, Real Lives” qualitative, longitudinal study has tracked the development of 142 girls and their families in nine countries. We explore how age, poverty and gender intersect in girls' lives within the context of the social norms that underpin their opportunities and realities.

Based on data from Benin and Togo – where rates of 'violent discipline' are amongst the highest in the world - we explore how violence manifests and is experienced by girls. Our evidence reinforces that, despite indications of 'intergenerational' shifts away from violent practices amongst families, this is often at odds with actual reports of violence. As the girls enter early adolescence, their experiences of violence increase across all spheres (home, school, community).

'Discipline' (even when violent) is often conceived as something distinct from violence. It is considered 'necessary', and is often reinforced by gendered expectations around raising a 'good' girl. We consider the implications for policy/programming, including the framing of interventions/dialogue.

Sexual violence and corporal punishment in Uganda: Exploring the interconnections between different forms of violence against children in schools.

Ellen Turner, UCL Institute of Education

In the context of increasing emphasis on understanding and preventing violence against children in its myriad forms around the world, this paper follows others (e.g. Dunne, 2007; Leach et al. 2014; Morrell, 2001; Parkes et al. 2016) in arguing for the need to attend to the gendered meanings of violence against children in schools. Drawing on a four-month qualitative research study conducted in two Ugandan primary schools, this paper argues for the importance of considering the interconnections between sexual violence and corporal punishment within school spaces. This research queries how, at the intersections of generational and gender inequality, and institutional power dynamics of the school, particular forms of gender violence emerge: forms of violence that produce particular gender identities, and forms of gender that are inscribed by violence. Through exploring the meanings and practices of both sexual violence and corporal punishment within two

Ugandan primary schools, and their gendered meanings, this paper will make the case that the conceptual separation of forms of violence can at times be seen to leave the underpinning causes of violence unchallenged. It will consider how insights into violence and violence prevention in schools can be heightened through connecting the discourses around sexual violence and corporal punishment.

Raising dependent wives and breadwinner husbands in Ghana: understanding the consequences of framing gender socialization around marital roles and expectations for gender-based violence.

Afua Twum-Danso Imoh, University of Sheffield, UK, Mansah Prah, Georgina Yaa Oduro and Dorothy Takyiakwaa, University of Cape Coast, Ghana

Within the last 30 years or so gender-based violence, which has long been a taboo for public discussion in Ghana, has become an issue for social policy concern. This is mainly as a result of the activism of gender activists, women lawyers, and non-governmental organisations (NGOs). In spite of various interventions gender-based violence, targeted at young girls in Ghana in particular, remains prevalent. Hardly does a week pass by without the media reporting on cases of gender-based violence in the form of physical violence, rape, defilement or other forms of sexual harassment in various spheres - be it the home, school, church or within peer relationships. This paper seeks to explore the extent to which gender socialization which is centred on producing 'good' wives and husbands has an impact on attitudes and perceptions of violence against girls and women, within the context of relationships as well as in society more generally. The linkage between the socialization of children and gender-based violence is critical to understand as it underscores the need to scrutinise the very way children of both genders are socialized from early childhood to young adulthood, if gender-based violence and the subordination of women is to be effectively addressed in Ghanaian society. The paper is passed on a British Academy funded project which adopted a multiple-method qualitative methodological framework to explore gender and sexual identity acquisition and its implications for violence, power and oppression among children and young people in Ghana. Through a community-based approach the study recruited 365 participants made up of children, young people and parents from four study sites in the Central Region of Ghana.

Risks and protective factors for VACY

Violence against Children in Kenya: An ecological model of risk factors and consequences, responses and projects.

Alphonse Omolo, Lensthru Consultants

Using an ecological model as a guiding theory and a framework for data analysis, this qualitative study analysed the main risk factors and consequences for children becoming victims of violence in Kenya. It also examined the responses and the projects implemented to prevent violence against children. It is conducted in the Kenya's main cities of Kisumu, Nairobi and Mombasa. The experience and perceptions of the 30 children and the 48 adult respondents is captured through interviews, group discussions, field notes and documents analysis. The children are included based on their recent concrete and real-life experience of violence against them. The adult respondents are included based on their current work, contacts or relations with children survivors of violence. ATLAS ti software is utilized for data coding and concepts building.

The study report that in Kenya, the main risk factors for children becoming victims of violence are the sex of the child, home and family factors, excessive use of alcohol and drugs, cultural practices, legal conundrum and poverty. It further adds that experience of violence in childhood has a significant influence on the children's learning underperformance and their subsequent dropout from the mainstream of education. Thus, prevention measures on violence against children in Kenya depend on adequate knowledge of risk factors. Without scientific knowledge about the risk factors specific to the context (social cultural, historical, economic and political) of the targeted recipients, prevention measures implemented hold no tangible solution to the children since they are based on erroneous diagnosis of the problem. Instead, such flawed prevention measures and the lack of carefully organised state response, perpetuates social exclusion and further harm to the children victims of violence.

Violence against Children in Ugandan residential care institutions, 2016.

Sheba Gitta, Africhild Centre, Makerere University

Residential care institutions (RCIs) in Uganda have increased, from 35 in the 1990s to over 600 in 2016; raising concerns over the quality of care provided. The Uganda Children Act amendment (2016) de-emphasizes institutional care and encourages guardianship. We explored the different forms of child violence in RCIs mainly based on children's experiences.

Methods: employed child friendly and participatory techniques including body-mapping (8-12 year olds) and journal-writing (13-17 year olds), in-depth and key informant interviews with managers and caregivers in 10 purposively selected RCIs in 4 Ugandan urban districts.

Findings: Children were both perpetrators and victims of violence. Older children beat younger ones. Children sexually abused fellow children, sometimes with the knowledge of caretakers. Peer-to-peer verbal abuse was reported. Young girls were verbally abused when they rejected advances. Caretakers as perpetrators of violence. Caretakers mistreated children physically, emotionally and sexually. They subjected children to extreme punishments including battering. They forced children to hurt each other. Children experienced exploitative child-labour: heavy workloads, long working-hours and working under the sun. Emotional abuse included shouting at children, name calling and reminding them of circumstances that led them into residential care such as: "you orphan, abandoned child". Some male caregivers sexually abused young girls.

Drivers of violence: Inadequate staffing - number and professional competence. Some caregivers lacked professional child handling skills. Poor management in some RCIs. RCI regulation is generally lax with inadequate monitoring and policy enforcement.

Conclusions: Children experienced various forms of violence by caregivers and fellow children. Many caregivers lack requisite child-handling skills. We recommend: RCI staff sensitization and training, recruitment of competent caregivers, policy and law enforcement. Lastly, deinstitutionalization should be operationalized in line with the Uganda Children Act amendment (2016).

Sexual Violence in Ethiopian Higher Education Institutions: A Personal and Contextual View.

Emebet Mulugeta, Addis Ababa University

Using Bronfenbrenner's ecological systems theory as a framework and gathering data through a survey, interviews, and Focus Group Discussions (FGDs), the study explored the prevalence of sexual violence, the context in which it occurs and the personal factors that expose female students to sexual violence in higher education institutions of Ethiopia. Being

young, lacking in self-confidence, information, communication skills, and assertiveness are identified as personal factors. The study found out that, in higher education institutions, the social and physical environments encourage violence. Sexual violence in the form of sexual harassment, coercion, asking out repeatedly despite the girls' lack of interest are common happenings. Some male students consider sexual harassment as a way of entertainment. Myths and beliefs such as girls need a push to go out for a date, they enjoy harassment and the attention that comes with it, and they need to return academic support with sexual favor are some pushing factors. Some campuses are not well fenced and not well lit in the evening, which increase the risk of sexual violence for girls. Despite the government's commitment for gender equality and some measures it has taken, sexual violence in higher education remains a grave problem. In order to address sexual violence, factors that fuel it at personal, social, cultural, historical level need to be addressed in a holistic manner adopting Bronfenbrenner's ecological systems theory as a framework.

Inclusiveness towards national violence against children survey contextual clarity and uptake: The Uganda Experience.

Agnes Wasike, TPO Uganda Officer working as Coordinator of the National Child Protection Working Group under the Ministry of Gender, Labour and Social Development/Child Protection Working Group

Over the past decade, building evidence on the magnitude and context of Violence Against Children (VAC) has been an area of priority by governments and global child rights agencies. This has informed National VAC surveys recently undertaken across several countries in Africa using a globally accepted standard tool by the World Health Organization. This strong national VAC evidence generated notwithstanding, its uptake varies greatly across contexts. This calls for further reflection on how to effectively leverage global standards as well as local knowledge and orientation on VAC for contextual clarity, relevance and applicability at survey design, results interpretation and dissemination.

The presenter will highlight Uganda national VAC survey results with focus on inter-relationships across dimensions and contexts, share experience on inclusive approaches employed to clarify the context of VAC throughout the survey process and particularly the scope for applying global standards and the entry points for local knowledge; innovations to support key stakeholders better understand the survey findings; ongoing prevention and response interventions in redress of VAC including community level case study; opportunities for further contextualization of the findings beyond VAC survey data; lessons learnt and recommendations to inform related future research to action studies.

The presenter will also share information about two initiatives with great potential to galvanize VAC agenda in East Africa namely the national Child Protection Working Group in Uganda and the Global Social Service Workforce Alliance.

Methodological challenges of researching violence affecting children and youth

A whole school approach to monitoring school-related gender-based violence.

Sujata Bordoloi, UNGEI

This presentation introduces new guidance to strengthen gender responsiveness in school-based violence prevention in order to meet the sustainable development goal 4 target of building “safe, inclusive and gender sensitive learning environments”. The limitation of robust data collection and monitoring mechanisms for SRGBV prevalence and responses is widely acknowledged. The SRGBV Whole School Minimum Standards and Monitoring approach provides a framework for action to guide policy makers and practitioners to design school violence prevention and response. The tool was developed as part of the work of the Global Working Group to End SRGBV, and was coordinated by UNGEI.

Adolescent Participatory Research: a proactive approach to violence affecting young people in Tanzania.

Annah Kamusiime, Nascent Research and Development Organization, Uganda

Adolescent healthy relationships are important in preventing violence against and amongst young people. Despite this, approaches to programming have often focused on responding to violence rather than promoting healthy relationships. Frequently missing are young people’s perspectives and how they perceive these relationships as a precursor to prevention of violence.

Our ongoing research responds to this gap in research and practice. Drawing on processes which involve co-investigation with adolescent peer researchers, we will present our team’s reflexive response to emerging revelations of violence within the research to advocate for participatory research with children as an approach to respond to and prevent violence affecting young people.

Our reflexive process had two outcomes:

First, noting that too often, research and policy approaches to violence prevention take a pathological view of adolescent relationships through an adult gaze, we reaffirmed a focus on adolescents’ perceptions of healthy relationships. We did this, for example, by focusing on how children—both young peer researchers and participants—reported mitigating situations of violence, rather than dwelling on passive responses and victimhood.

Second, we reaffirmed the importance of participatory approaches as both protecting and empowering through knowledge co-production. By involving young people (in this case 10-18-year-olds) as co-researchers, the research process itself becomes a transformative act of advocacy in which young people gain a space to co-define healthy relationships in their communities. In doing so, we can generate more proactive evidence for policy and practice, while also promoting inclusive processes for achieving child protection.

Moreover, this approach can create bridges between siloed approaches by involving communities more broadly in reflecting on what constitutes healthy peer and intergenerational relationships. At the same time, our experience demonstrates how adolescents can proactively become change agents in research and programming to combat violence.

Violence affecting young women. An analysis of the Ethiopian DHS data.

Ato Seleshi Tadesse, Directorate of Child Rights Promotion and Protection, Ministry of Women and Children Affairs, Ethiopia

The Ethiopian Health and Demographic Survey (EDHS), 2016 has included a new module on Violence against Women (VAW) for the first time. The survey focused specifically on domestic violence, the most common of VAW and included both married and never married women aged 15-49. According to the EDHS, nearly one-quarter of women (23%) have ever experienced physical violence since age 15 while 15% have experienced physical violence in the previous year. 10% of the women surveyed have experienced sexual violence at some point in their lives and 7% in the past year. The perpetrators were those who have intimate relationships with the women. The findings show that marital control is common with 16% of the women having experienced at least three types of marital control. 34% of ever-married women have experienced spousal violence, whether physical or sexual or emotional. From those women who have experienced physical or sexual violence, 23% have sought help. The most common sources of help for these women are their neighbors (34%) or own family (31%). The EDHS has also included data on the prevalence of EM and FGM/C. Accordingly, Significant decline is shown in the practice of marriage before 15 years among age younger age cohort which is 29% for women age 45-49,

14% for age group 20-24 and 6% for women age 15-19 respectively. The prevalence of FGM/C has reduced from 74% to 65% for age group 15-49 and from 62.1% to 47% for the age group 15-19. Only 16% of the daughters below the age of 14 are circumcised as reported by women participated in the EDHS interview.

If we ask, will they tell? And then, what? Routine screening for sexual violence (SV) against children in Kenyan primary schools.

Chi-Chi Undie, Population Council

SV affects about a third of girls and about half as many boys in Kenya before their 18th birthday. Although it often occurs in school for the first time, most child survivors of SV do not tell anyone about their experience, do not know where to obtain care, and never get help despite wanting to. This presentation centers on the feasibility and effectiveness of using a screening tool to proactively identify child survivors in primary schools and connect them to care.

In an effort to foster collaboration and bridge resources between the education and health sectors in Kenya, screening and response activities were implemented by the Ministry of Health (MoH) within Ministry of Education (MoE) [school] settings. Trained MoH psychologists were seconded to schools to conduct screening, provide school-based care, and facilitate 'warm' referrals to a hospital. School-based parent dialogues and student sensitization sessions were employed to foster community buy-in for the intervention.

Findings are based on screening tool statistics from 456 male and female pupils (Grades 6-8) that were screened in 2 Nairobi schools from January to April 2017, and on fieldnotes documented for each child that screened positive. Study results affirm the feasibility and effectiveness of this response, as evidenced by the proportion of: parents permitting their children to be screened (98%), children willing to be screened (96%), children disclosing lifetime sexual abuse (49%), children disclosing lifetime abuse who received school-based care (96%), and children disclosing lifetime rape who received a warm referral to the hospital for care (a third). In addition, types of SV experienced, perpetrator types reported, and evidence of social norm change as a consequence of the intervention, will be discussed.

The presentation concludes with a description of current policy engagement efforts and processes to institutionalize the intervention within Kenyan government and non-governmental structures.

Breaking down siloed approaches to preventing VACY

Creating bridges to address School-Related Gender-Based Violence: Lessons from a transnational action research project in Ethiopia, Togo, Zambia and Côte d'Ivoire.

Jenny Parkes and Tiye Feyisa, UCL Institute of Education & UNICEF Ethiopia

While there has been a rapid expansion in recent years in policy and practice interventions to address school-related gender-based violence (SRGBV) in different contexts, in this presentation we will argue that there has been insufficient attention to understanding and building connections that are needed for systemic change on SRGBV. Our analysis draws on findings from studies undertaken within End Gender Violence in Schools (EGVS), a three year initiative (2015-2017) which aims to build and strengthen evidence use on SRGBV at the level of national policy and practice. Using a novel action research approach the initiative has involved collaboration between and engagement with a range of actors in the global north and south. The research partnership has included governments, UNICEF and other stakeholders in Togo, Ethiopia, Côte d'Ivoire and Zambia together with UCL Institute of Education, with support from the Global Partnership for Education and UNGEI. Our research reveals a number of disconnects – between international, national, mid-level and local policy enactments; between different sectors and organisations; and in the flows of data and evidence needed to inform policy and practice. We will present some of the work underway by project partners to build bridges towards more effective ways of addressing the norms, stereotypes, institutional practices and inequalities underpinning SRGBV.

An Assessment of UNFPA's approaches for the prevention of and response to Gender-based Violence (GBV) in Ethiopia.

Rahwa Mussie, Institute of Gender Studies, Addis Ababa University

Gender-based Violence (GBV) has been increasingly recognized around the world as a public health and human rights problem and continues to be a significant and serious issue in Ethiopia, disproportionately affecting women and girls of all ages, from all cultures and socio-economic backgrounds. However, the coverage of both governmental and non-governmental organization services for preventing and managing GBV is not adequate compared to the extent and gravity of the problem. In response to this problem, UNFPA has been implementing a program with the objective of addressing GBV through increased knowledge and response of communities and other stakeholders on GBV, increased availability and accessibility of SRH and psycho-social services for vulnerable groups and survivors of GBV, and increased stakeholders' capacity for enhanced coordination and advocacy on issues of GBV.

DAB Development Research and Training (DAB-DRT) evaluation team assessed the impact of the phase II of the UNFPA program on "Prevention and Management of Gender-Based Violence" in Ethiopia that had been under implementation from October 2012-December 2015 and identified lessons and good practices that can improve future effort on the prevention and management of GBV in Ethiopia. Accordingly, the different approaches and strategies UNFPA and its implementing partners adopted include community conversation and family dialogue, integration of GBV in mainstream systems and structures through grass roots structure, youth groups, schools, faith based originations, and the media, and provision of comprehensive services for survivors of GBV. These approaches were found to be useful to challenge and disrupt deep rooted discriminatory gender relations, to increase awareness and knowledge of the community about GBV, to promote solidarity among community members in the fight against GBV, to institutionalize the issue, and to economically, socially and psychologically empower survivors of GBV. Overall, the interventions contributed to the reduction of harmful traditional practices such as abduction, child marriage and FGM. However, further coordination and partnership and integrated approach of stakeholders is mandatory to create bridges between the different approaches and to make the initiatives and achievements sustainable.

Bridging the divide between formal and informal child protection systems: the role of para social workers in child protection arrangements in rural communities in Uganda.

Jenny Driscoll, King's College London

This paper presents findings from a small-scale study funded by the Leverhulme Trust, which addressed the interaction between local or community ('informal') child protection arrangements, the operation of formal child protection systems, and the involvement of Civil Society Organisations (CSOs) at local level in rural communities in Uganda. To capture the insights of relevant actors in all three of these domains, interviews were undertaken with local government officials, CSO practitioners, and Para Social Workers. 10 interviews were conducted in each of two rural areas in Uganda with representatives from each of these groups and an additional 4 interviews with relevant experts (total 24). The research

was approved by King's College London Research Ethics Committee and the Ugandan Research Ethics Committee of Makerere University. Permission for research to be undertaken in Uganda was granted by the Ugandan National Council for Science & Technology.

On the evidence of this preliminary study, the Para Social Worker (PSW) model, which is used widely in African nations but the subject of very little research to date, appears to offer a resource-light solution that is not merely culturally sensitive but culturally appropriate and offers potential to regenerate community-level support structures, link communities with formal child protection services, and strengthen the resilience of communities themselves. PSWs in the two study districts acted as change agents, offering leadership and education to the community, providing trusted sources of information and problem-solving skills, thereby promoting community self-organisation and empowerment. However, weak alternative care provision led to the indefinite continuation of PSW case work in many cases. A limitation of the research is the absence of the views of children and parents in the study communities.

Evidence-based policy and prevention of violence to children: A wicked problem.

Andy Dawes, Professor Emeritus, University of Cape Town

Violence against Children (VAC) is a very broad and multifaceted phenomenon. Views on what constitutes VAC and what is to be done about it, and by whom are often contested. The sources are multi-layered, interconnected, and may not be well understood. Prevention at scale necessarily involves a range of actors from different sectors as well as significant resources. Their coordination is a challenge, and the route from evidence to policy and to effective scaled up programming to prevent VAC in low resource contexts is by no means straight forward. All these features indicate that VAC prevention is a wicked problem. They need to be understood if levels of VAC are to be reduced and children are to be better protected. As I shall show, it is crucial to understand the contexts within which different forms of VAC present, as well as the systems within which policies and prevention initiatives are formulated, resourced and executed. I shall argue that Prevention Readiness Assessment is an essential (system diagnostic) component of scaled interventions to address the wicked problem that is VAC. I will use the WHO approach to Readiness Assessment of Child Maltreatment Prevention (RAP-CM) as an illustration and invite discussion on whether this approach might be useful when designing interventions to prevent VAC occurring in schools in communities at scale.

Violence against children in vulnerable circumstances: policies and practice

On Improving 'positive discipline' and including boys in child protection agendas - anthropological reflections from Zanzibar.

Franziska Fay, Goethe University Frankfurt

In Zanzibar some of the contexts in which children and young people experience violence are state and Qur'anic schools (madrassa). At school, often, but not exclusively, violence takes the form of corporal punishment. Save the Children and the Zanzibari government work on preventing and responding to the normalised and legally not prohibited use of physical chastisement as a form of discipline in the classroom. The theoretical tool of 'Positive Discipline' is central to this undertaking, and so is the targeting of girls as in particular need of protection.

Nevertheless, child protection is a complex and contextually specific phenomenon, and certainly a "slippery concept" (Montgomery 2015: 14). What has remained neglected in the Zanzibar context is the fact that well-intending Positive Discipline approaches are often applied by local teachers in less positive ways and that male children have remained excluded from both child protection discourse and practice.

In this presentation I share evidence that was gained during eighteen months (2014-2015) of ethnographic field research in urban Zanzibar, Tanzania. Working with children and young people who are intended to benefit from child protection interventions in the long run, as well as with policy makers and implementers, such as NGOs, religious leaders, government officials and teachers, generated insights that help to understand why child protection as it plays out in Zanzibar requires critical reconsideration.

Knowing that Positive Discipline programmes in schools in Zanzibar have taken insufficiently positive shape, while boys continue being regarded as not in need of protection while other forms of violence against them remain ignored, underlines the pressure to reconsider the disconnect between child protection policy and practice. To genuinely address violence against children and young people in Zanzibar, these points of reflection offer angles around which to open a discussion around aid effectiveness and child protection reform.

Strengthening communities to protect children from all forms of violence.

Lynn Kay, Retrak Ethiopia

Retrak works with highly vulnerable children living on the streets (boys) and girls trapped in exploitative domestic work to help them reintegrate with their families and resume formal education. Additionally, Retrak has been working in rural communities in SNNPR, Ethiopia for over 5 years to strengthen families and communities to protect children from many forms of violence. Children in these communities are highly vulnerable to abuse and violence due to poverty, isolation, cultural norms and values that encourage migration and family separation. Communities with high levels of rural-urban migration are targeted for Retrak's intervention program.

Our community-based prevention program addresses the root causes of migration and strengthens families and communities to protect children from all forms of abuse and violence through three strategies:

1. Self Help Groups for the most vulnerable women to improve their economic stability through weekly savings and loans and social empowerment through training. The SHGs are used to raise awareness and build skills in effective parenting, child protection, harmful traditional practices, migration and gender issues. Through weekly input and discussions women's attitudes change over time resulting in changed behaviour in families.
2. Child Wellbeing clubs in schools for children to improve children's awareness of these issues and to harness peer pressure for continuing education and protection of children. Teachers are recruited and trained as mentors for the clubs and Retrak provides resources to facilitate peer education within the school community.
3. Community awareness raising with community leaders in collaboration with government officials to address specific issues within each community.

Outcomes related to VAC: Improved economic stability in vulnerable families and knowledge about effective parenting and child protection result in less violence in families. Also families have changed attitudes to rural-urban migration which protects children from the high level of violence associated with migration. School clubs take initiatives in their community to reduce violence (e.g., violence against girls whilst walking to school). Also community leaders and stakeholders are equipped to address violence in their communities.

National Priority Agenda for Vulnerable Children in Nigeria.

Chimezie Elekwachi, ANPPCAN Nigeria Chapter

The UN general Study on violence against children in 2006 indicated the magnitude of violence against children globally. This put pressure at regional and national levels to develop action plans to end violence against children. In Nigeria the National Priority Agenda (NPA) for Vulnerable Children 2013-2020 is one of such national plans of action. One of its six priorities sets that all children are safe from abuse, violence, exploitation and neglect. Consequently the African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN) Nigeria chapter in a three year period (February 2015 – January 2018) collected data to develop a draft response system to end violence against children in Nigeria. This focused at current trends and contexts that violence against children thrives as well as identification of protective and risk factors. Steps taken are historical review of literature on child maltreatment, aim to understand historical changes. Literature showed child abandonment that is dumping of unwanted babies in obscured locations reduced because of higher demand for adoption of babies. However baby farming emerged due to high demand for adoption of these babies which has become a lucrative business. The International Child Abuse Screening Tool (ICAST) was validated locally to generate psycho-metric properties. Also it was used measure prevalence of violence against children in homes 1244 children participated. Public knowledge on violence against children was measured using Focus Group Discussions. The response of Government and Civil Society to violence against children was measured using In-depth interview. Data was collected from hospitals, schools and police stations for 24 months. The aim to understand current forms of abuse reported the varying contexts that violence against children occurs. This data informed the development draft response system for violence against children and it's linked to NPA effort to make children safe in Nigeria.

Preventing Violence in Schools

Ethiopia's code of conduct on prevention of school-related Gender-Based Violence: insights from school children and teachers.

Tiye Feyisa (UNICEF Ethiopia), Firehiwot Alito (Addis Ababa University) and Jenny Parkes (UCL Institute of Education).

A key policy intervention of governments around the world has been to develop Codes of Conduct for school communities, that set professional standards and hold staff and students accountable for School-Related Gender-Based Violence (SRGBV) and other forms of misconduct. Yet there are few studies that look in depth at how these codes have been implemented in schools. In Ethiopia, a Code of Conduct on Prevention of SRGBV in Schools was introduced in 2014 and has been rolled out in all regions across Ethiopia. In 2017, in partnership with researchers at UCL Institute of Education, the Ministry of Education (MoE) and UNICEF Ethiopia prioritised a study to look in depth at how the Code was understood and used at national, regional, district and school levels.

In this presentation we will draw on data from interviews and focus groups with students and school staff in six schools in Amhara and Addis Ababa. Our analysis considers variations between and among school communities in the ways violence is experienced, reported and responded to. We will conclude by reflecting on the implications for policy design and implementation to support schools in their efforts to respond effectively to and prevent SRGBV.

Good Schools - taking promising practices to scale

Katharina Anton-Erxleben, Raising Voices, Uganda

The Good School Program was developed by Raising Voices in Uganda to prevent violence against children (VAC) in schools by addressing the operational culture of schools – the knowledge, attitude, values and behaviour that all stakeholders manifest at their school – through four entry points: teacher-student relationships, peer-to-peer relationships, student and teacher to school relationships, and parent and community to school relationships. The Good School Program has been shown to reduce physical violence against children in schools by 42% after 18 months (Devries et al., 2015) and is currently being implemented in around 750 Ugandan schools. Raising Voices is now exploring different pathways of taking the program to scale. One such pathway is through Violence Against Children Prevention Centres (VACPCs), which are community based organizations (CBOs) that combine school-level with community-level interventions and response. A recent program learning initiative tested whether the VACPC model is a) an effective model of preventing VAC in schools and community, and b) an effective way of scaling up the Good School Program. The study used qualitative methods, including focus group discussions and in-depth interviews with students, teachers, community members, community leaders, VACPC staff, and district officials. Results showed that the VACPC model was effective at community mobilization and building a strong referral network for VAC prevention. Because VACPCs are already well connected in their communities, they have a better understanding of the context and other unique dynamics of their community, are able to provide regular support and quicker response to cases, and have strong relationships with local authorities. VACPCs increase ownership and support from stakeholders in the community and create additional resources and systems for effective activism to address VAC in schools and beyond. Raising Voices is currently supporting 300 schools in their communities through five VACPCs with plans for five more.

Shifting the school norm in Uganda: The Journeys Initiative

Hosea Sempa and Joshua Wakabi, RTI

In this presentation RTI International will describe the Journeys Program, which focuses on building a positive and supportive school climate for learning, which is free from violence. The program was developed under the USAID/Uganda funded Literacy Achievement and Retention Activity, which simultaneously supports the Ministry of Education goals of improving early grade reading and retention and eliminating violence against children in schools.

The Literacy Achievement and Retention Activity, a working partnership with the Uganda Ministry of Education, focuses on improving early grade reading and retention in 29 districts and 2698 schools in Uganda, with an overarching theory of change and logic model, which states:

If there is a positive and supportive school climate where teachers deliver quality reading instruction and are themselves supported, where pupils are encouraged in both the academic and social development and there is zero tolerance for violence, then pupil retention and learning outcomes will be improved.

At its core the Journeys Program is designed to shift the social culture in the institutions of school and community toward more gender equality and more balanced power relations and to ignite the individual and collective will and agency of all school staff, all pupils and all community members to contribute every day to building a positive and school and community and to eliminate violence against children in schools.

The Journeys Program was informed by a variety of sources, including:

- Professional literature on:
 - Impact of a positive school climate (Thapa et al., 2013)
 - Shifting cultural norms (Bicchieri and Mercier, 2014)
 - Safe schools literature and SRGBV prevention
- Models for Igniting Social Change (Scharmer, O., 2015)
- Evidence based practices for violence prevention (USAID Doorways, DevTech, 2007; Raising Voices Good School Program, Devries, 2015)
- Consultation with Uganda education officials, college lecturers, head teachers, and teachers
- Literature on adult learning informed the training program

In essence the Journeys approach involves establishing a new norm where gender equality is expected and practiced, authority is used to encourage and assist pupils and to give them a voice, and violence against children does not go unchecked. To do this a critical mass of adults (school staff and community members) and students in every participating school and community are reached in a meaningful and relevant way so that these shifts toward a positive and supportive school climate, which is violence free - the 'new norm' - will be seen as a benefit over the status quo.

The Journeys Program is made up of three activity handbooks: Activity Handbook for School Staff; Activity Handbook for Community Members; and the Activity Handbook for Pupils. Trained change agents in schools and communities facilitate the activities with groups of school staff and community members, respectively. Teacher patrons are trained to lead the pupil activities in the context of the Uganda Kids Unite clubs, which take place during a designated time on the school timetable.

In all of the activity handbooks, the Journeys approach applies a variety of awareness-building social technologies, involving guided reflection and dialogue, interactive activities and games, and drama and art, and the application of a five-step process for fostering collective action for contributing to a positive school.

