

Understanding the Drivers of Violence

A step-by-step guide to conducting preliminary research around what drives violence

The Multi-Country Study on the
Drivers of Violence Affecting Children

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SECTION 1

THE DRIVERS OF VIOLENCE AFFECTING CHILDREN: OVERVIEW

BACKGROUND

Confronted with growing global evidence on the incidence and prevalence of violence, government officials and policymakers worldwide are asking: What drives violence affecting children and what can be done to address it? Identifying and analysing how structural determinants—the social, cultural, economic, legal, organisational and policy responses—interact to affect everyday violence in children’s homes and communities will identify causal pathways to better inform national strategies and interventions for violence prevention. Learning more and unpacking the determinants of violence—focusing on girls and boys at different stages of the life course (but with a particular analytical focus on ‘very young adolescents’)—will contribute to national and comparative global conversations on how to focus the subsequent stages of the study, namely testing interventions to prevent violence.

Stage 1 represents the first of a three-stage study underway to understand what drives violence and what can be done about it. Four countries—Italy, Peru, Zimbabwe and Vietnam—have initiated this process and are member to The Multi Country Study on the Drivers of Violence affecting Children. At the end of Stage 1, these four countries are expected to move to Stage 2 of the research process, which includes applied field work, to test intervention components, based on findings from Stage 1. The third and final Stage 3 is the development and testing of sound, evidence-based interventions.

The Stage 1 of the of the study process helps situate a country through an extensive and systematic review of all existing literature and data on the drivers of violence and evaluations addressing violence prevention. The Research to Policy & Practice Process (R3P) is a spin-off of the multi-country study allowing interested UNICEF Country Offices (COs) to participate in a scaled down version of the larger study, initially focusing only on Stage 1. In this step-by-step guide, for clarity and simplicity we refer to Stage 1 as the ‘R3P’—though in reality they are interchangeable terms. This guide intends to provide a user-friendly methodological road map for UNICEF COs and national partners to step back—and systematically review what is known (or not) about violence prevention and related issues in their national contexts. This process helps countries prioritize best possible prevention and response interventions based on local evidence.

Violence against children takes place in all societies. In sub-Saharan African countries where violence against children surveys have recently been completed, for example, on average, one in three girls and one in five boys suffer some form of sexual violence before the age of 18.^{1,2,3} Levels of physical and emotional violence are even higher with nearly three-quarters children surveyed having been beaten, kicked or punched. Well under one quarter of children who are sexually abused seek services to redress these violations. In Zimbabwe, for example, just over 2 per cent of children who sought support ever received care and treatment.⁴ This pattern appears to be typical throughout Africa. A review of violence against children across the entire East Asia and Pacific Region found prevalence rates of physical abuse from 10 per cent (from a study on parents in China) to 30 per cent (from a study of grade six students in Thailand). There is also a growing evidence base on child sexual abuse in the region showing that, for many, the first sexual experience is forced.⁵ As data is collected, reviewed and synthesized what becomes clear is that the violence against children is prevalent in every society. Despite our knowledge of the prevalence of violence against children, there is less global evidence on what drives violence and what we can do about it. The R3P aims to address these gaps in the evidence base through examining existing national research.

1 Reza, Avid et al. "Sexual violence and its health consequences for female children in Swaziland: A cluster survey study." Center for Disease Control, 2009;

2 United Nations Children's Fund, US Centers for Disease Control and Prevention, Muhimbili University of Health and Allied Sciences. "Violence against children in Tanzania: Findings from a national survey 2009." 2011.

3 Violence against Children in Kenya: Findings from a 2010 National Survey. Summary Report on the Prevalence of Sexual, Physical and Emotional Violence, Context of Sexual Violence, and Health and Behavioral Consequences of Violence Experienced in Childhood. Nairobi, Kenya: United Nations Children's Fund Kenya Country Office, Division of Violence Prevention, National Center for Injury Prevention and Control, U.S. Centers for Disease Control and Prevention, and the Kenya National Bureau of Statistics, 2012.

4 The National Baseline Survey on the Life Experiences of Adolescents (NBSLEA). (2011) Zimstat, Harare, Zimbabwe

5 UNICEF, Prevalence, Incidence and Consequences in the East Asia and Pacific Region: A Systematic Review of the Research. EAPRO (Bangkok), 2012.

READINESS ASSESSMENT

Before engaging in an R3P it is advised that countries (UNICEF and partners) be prepared; laying the basic groundwork for an R3P will ensure better outcomes and dissemination of results.

Readiness for UNICEF Country Offices Includes:

- Country Office (CO) Chief has secured ministerial partnership and has worked to establish a multi-sectorial ministerial steering committee—this determined in writing with a list of steering committee members
- A local, national scientific committee of key researchers and institutions within the country to provide context-specific input to the study stages should be initiated and names of key scientific focal points—these identified through letters of interest in the study in writing and national researchers CVs and writing samples secured
- The proposed R3P study and potential outputs should be discussed within National Action Plans for children and other key policies and priorities of the government and UNICEF to ensure that findings will be applied towards high-level impact—this indicated in a letter of commitment from the lead Ministry overseeing the research
- Access and permission to use national data and documents (questionnaires, reports, syntax and cleaned data) through proper ministry channels—this provided with full letters of approval
- Sufficient funding for all study components must be secured and planned for subsequently (costs can also be negotiated with UNICEF Office of Research (OoR) if their engagement is requested)—this indicated in a budget of funds allocated with a portion of these for the national consultant and/or local research institute
- All information needed by the international academic partner for contracting (including agreements from consultants for day rates, sub contracts, etc.) must be secured—it is recommended that academic partners be chosen coordinating with the OoR
- Secured high-level buy-in from one of the country's most senior UN official (the UNICEF Representative or Deputy Representative)
- Evidence of established relationships and connections related to the study with other sections within the UNICEF country office (Education, Health, Social Policy, etc.) to enable cross-cutting outcomes

CONCEPTUALISATION OF AN R3P

The R3P explores existing data that addresses violence affecting children in the country requesting the study. Through a series of different methodological paths (systematic like literature reviews, secondary data analyses and interventions mapping) researchers and stakeholders will start to unpack the various determinants of violence to identify areas for further exploration and where gaps exist in the evidence-base.

The evidence gathered by the R3P and its multi-format dissemination will provide a more detailed picture to a variety of audiences on what is known about violence affecting children in each country. We have learned that the process of doing the research (building research infrastructure, training and capacity development with national consultants, etc.) is in itself an important outcome to the research—this process is commonly referred to as ‘research uptake’.

Since R3Ps are often the first study of its kind to systematically explore the drivers affecting violence against children and to lead to emerging theories of change (which can be tested as programme interventions and measured for effectiveness) it is important to publish findings from the study to inform the larger child protection field globally. Therefore, an R3P in each country often includes discussion of a detailed publications plan, which will include articles led by national partners, to ensure widespread dissemination of the findings.

R3P ACTIVITIES

An R3P is usually comprised of three basic activities: 1) a systematic review of academic papers including a scoping of existing ‘grey literature’-- informally published written material (such as research reports, research briefing papers and even PhD dissertations or Masters theses) that may be difficult to locate through conventional literature searches; 2) a mapping of evaluated interventions;⁶ and, 3) secondary analyses of existing datasets. We review each of these below.

Literature Review

The literature review will systematically review several key international databases such as PubMed/Medline, PsycINFO (EBSCOhost), CINAHL-ebSCO, ERIC, and EmBase, to locate peer-reviewed journal articles about violence affecting children in

⁶ The inclusion of interventions mapping is at the discretion of the study partners and sometimes not completed in all countries.

each of the four countries. This search will employ various methods to identify articles via the electronic databases; database, subject heading and key word search details can be found in Section II: Protocol of this document.

Grey literature (e.g. informally published and in the native language) plays an important role in the R3P process because national perspectives on violence and research and evaluation completed within the country are sometimes only available in home libraries organisations' collections. Frequently, scholars and NGOs from the country sites have produced university level theses and dissertations or qualitative evaluations that may help interpret from the native perspective how the drivers of violence operationalize, in particular within cultural, historical, political and economic contexts. Grey literature that meets the inclusion criteria will undergo the same rigorous data extraction process as the journal articles (e.g. pulling out key information for the study). Articles and documents which meet the inclusion criteria undergo an additional quality assessment process which provides a numeric representation of the robustness of each study. This appraisal will expose potential population and reporting biases and allows the reader to judge the quality of study findings.

Interventions Landscape Mapping

Running parallel to academic and grey literature review, and using the same search strategies discussed above, is the interventions landscape mapping. This will be undertaken by working with a key national consultant; the goals of this mapping exercise are to: 1) gain a better understanding of the existing and previous violence prevention interventions in each country; 2) map which interventions have been evaluated; 3) understand the theories of change and which drivers of violence the interventions sought to address; and, 4) to identify potential promising interventions for (re)design, implementation and testing.

A separate Excel file has been created to capture important information about the interventions identified through the searches.

Details of the literature search and interventions mapping and tools are described in Section II of this guide.

Secondary Data Analysis

Working in collaboration with a national team, the R3P includes robust secondary data analyses of existing national data sets, guided by results from the literature review. National and local studies completed over the last 10 years will be collected and then subjected to a set of criteria to ascertain if the data is rigorous enough for secondary analysis. The secondary analyses will build upon the findings from literature in the country and also the current evidence base to explore more in-depth specific drivers or factors affecting violence against children.

Details of the secondary data analysis—both the development of a data analysis plan and actual analysis recommendations (depending on the database) are detailed in Section III of this guide.

OUTPUTS OF AN R3P

The data collected by the R3P will be presented in three distinct ways—depending on needs and funding: a technical ‘national’ report; a succinct policy narrative; and a short film. All written reports will be published in the country’s most widely spoken language and in English.

These components analysed together, allow for the identification of initial hypotheses around the drivers of violence, contributing to theories of change around what triggers violence. The results of this work will be used to guide national discussions to improve policy and practice.

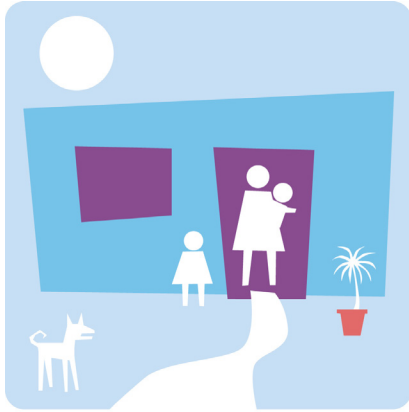
To accompany this report, a shorter narrative piece can also be published, this primarily designed for policy makers and key stakeholders and to contribute to the global dialogue. This narrative will contain the key facts but also provide a compact synthesis for ease of reading.

A third component, and key to the dissemination of this work across diverse audiences, can be the production of a short film based upon the findings of the narrative report. This film can provide an audio-visual presentation of the drivers of violence and will be available to view online.

SECTION 2

PROTOCOL: LITERATURE REVIEW INTERVENTIONS MAPPING DATA EXTRACTION PROCESS QUALITY ASSESSMENT TOOLS

WHAT DRIVES VIOLENCE AFFECTING CHILDREN AND WHAT CAN BE DONE TO ADDRESS IT?

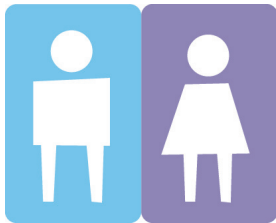


Drivers

- Individual, family and peer factors
- Household factors
- School factors
- Community factors
- Attitude and preference factors
- Religious factors
- Inequality factors

Violence

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Perpetration & Victimization

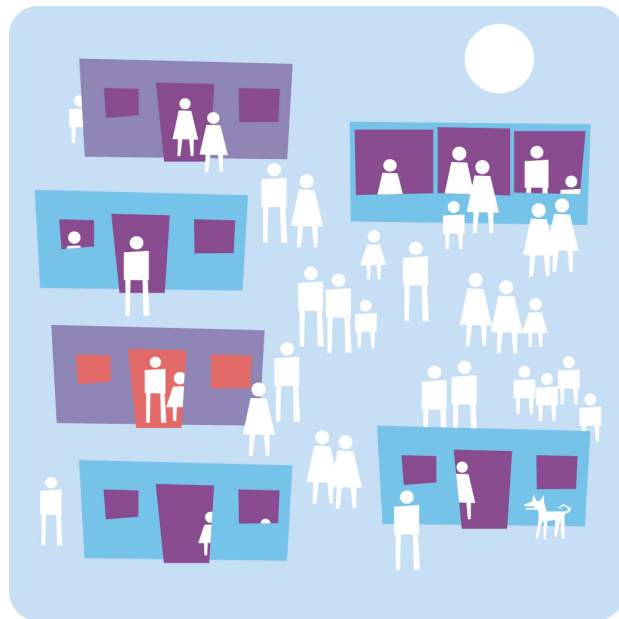


Children

- All children (0-18) for review
- Special Focus on 'Very Young Adolescents' (9-16 or 10-14)

Interventions

Mapping Evaluated Interventions Against the Drivers



LITERATURE REVIEW

A literature review helps review all published and unpublished material on violence prevention in a given country. A systematic literature review is not a desk review, it is rather a systematic way of reviewing all available evidence. A literature review follows a strict methodology explained here including: a search of international databases for country specific studies (carried out by the international academic partner); a search of grey literature; and in this case outreach to key stakeholders and experts in each country and further afield to validate findings.

Search Strategy

Inclusion Criteria

- Research studies on violence affecting children in the country.
- Research studies and evaluations of interventions seeking to address violence affecting children in the country.
- Published by [insert date starting R3P here]*
- Peer-reviewed and non peer-reviewed journal articles, research reports and other 'grey' literature.
- Geographic focus in the country.
- Research published in English or any of the languages of the countries included in the study.

*Within the last decade (some countries may go back further depending on the socio-political climate)

Database Search

The following electronic databases will be searched for journal articles that meet the inclusion criteria:

- PubMed/Medline,
- PsycINFO (EBSCOhost)
- CINAHL-ebSCO,
- ERIC
- EmBase

In addition articles will be reviewed from the following journals:

- Child Abuse and Neglect
- Child Maltreatment
- Child Abuse Review
- Journal of Interpersonal Violence
- Childhood

Subject Heading and Keyword Searches

This review will utilise both free text and controlled vocabulary of subject heading and keyword searches to identify articles and grey literature via the electronic databases.

To provide the broadest coverage of articles, the initial search term will consist of:

- Population
- Type of Maltreatment
- Country

An example of a keyword search is as follows:

‘child’ (child OR childhood OR children OR adolescents) AND (‘maltreatment’ OR ‘sexual abuse’ OR ‘physical abuse’ OR ‘emotional abuse’) AND (‘Vietnam’) (see list below).

The search concepts will use a wide variety of synonyms and related terms combined with ‘OR’ within each concept. One example is the concept of ‘children’ and utilising the synonyms of ‘child’, ‘teenagers’, ‘adolescents’, ‘adolescence’, ‘pre-teens’, ‘young people’, ‘youth’, ‘babies’ or ‘infants’ in the search strategy. An example of this strategy is presented in the table on the next page.

Question:

What are the drivers of violence affecting children in Vietnam and what can be done to address it?

Question Part	Question Term	Synonyms
Population	Children	child, teenagers, adolescents, adolescence, pre-teens, young people, youth, babies, infants
Setting	Country	Country name and can also search by city names & administrative areas
Study Factor 1	Child Maltreatment	child abuse, violence against children
	Physical Abuse	slapping, hitting, hurting, punching, burning, corporeal punishment, punishment, near miss child death, child death, intentional injury, child harm, bullying, peer violence, intimate partner violence, dating violence, gender based violence, youth violence
	Sexual Abuse	sexual harassment, molestation, incest, rape, sexual violence, attempted rape, forced sex, forced oral sex, sexual assault, inappropriate touching, forced marriage, sexual harm, dating violence, sexual and gender based violence, intimate partner violence, sexual trauma, rape as an act of war, rape in conflict settings, commercial sexual exploitation, sex trafficking
What can be done to address it?	Emotional Abuse	emotional harm, attachment, mental abuse, verbal abuse, psychological, belittling, denigrating, scapegoating, threatening, scaring, discriminating, ridiculing, hostile treatment, controlling, rejecting, witnessing intimate partner violence/domestic abuse/domestic violence
	Interventions Landscape	intervention, prevention, response, primary prevention, secondary prevention, programme, initiative

Grey Literature

Identifying grey literature is an important component of this review. Key grey literature sources will include research done by INGOs and CBOs as well as research reports from national and provincial government sources. This review will also search for other literature reviews on violence affecting children.

This review will utilize the following search approaches for identifying grey literature:

- 1 Outreach to INGOs and CBOs in the country (including with the UNICEF CO)
- 2 Outreach to provincial and national government sources
- 3 Identification and outreach to child maltreatment experts and other researchers in the country
- 4 Outreach out to practitioners and researchers via regional and international listservs, local libraries and other channels
- 5 Search of local and international websites

Experts and Key Informants

In addition to reaching out to individual experts based in INGOs and CBOs in the country, a thorough scan of key websites used by child protection programme staff in the region will be completed. This scan will help to identify both grey literature and organisations/individuals who may have links to grey literature. These websites include:

- www.crin.org and www.crin.org/bcn
- www.childtrafficking.com
- www.endcorporealpunishment.org
- www.unicef-irc.org and other UNICEF websites (EAPRO & country level)
- www.ecpat.net
- www.refworld.org
- SVRI
- World Health Organization (WHO) including the Violence Prevention Alliance
- United Nations Population Fund (UNFPA)
- United Nations Women's Database
- www.cpmerg.org/publications

The most recent editions of the ‘World Perspectives on Child Abuse’ published by the International Society for Prevention of Child Abuse and Neglect (ISPCAN) will also be reviewed as well as key literature reviews from the country/region and a manual search of the references in these publications for additional articles and reports that meet the inclusion criteria.

Study Selection

All abstracts (for peer reviewed journal articles) and grey literature executive summaries will be examined to determine whether they meet the inclusion criteria developed for the study. If they meet the inclusion criteria, full documents will be retrieved and again reviewed against the inclusion criteria by individual reviewers (international and national consultants).

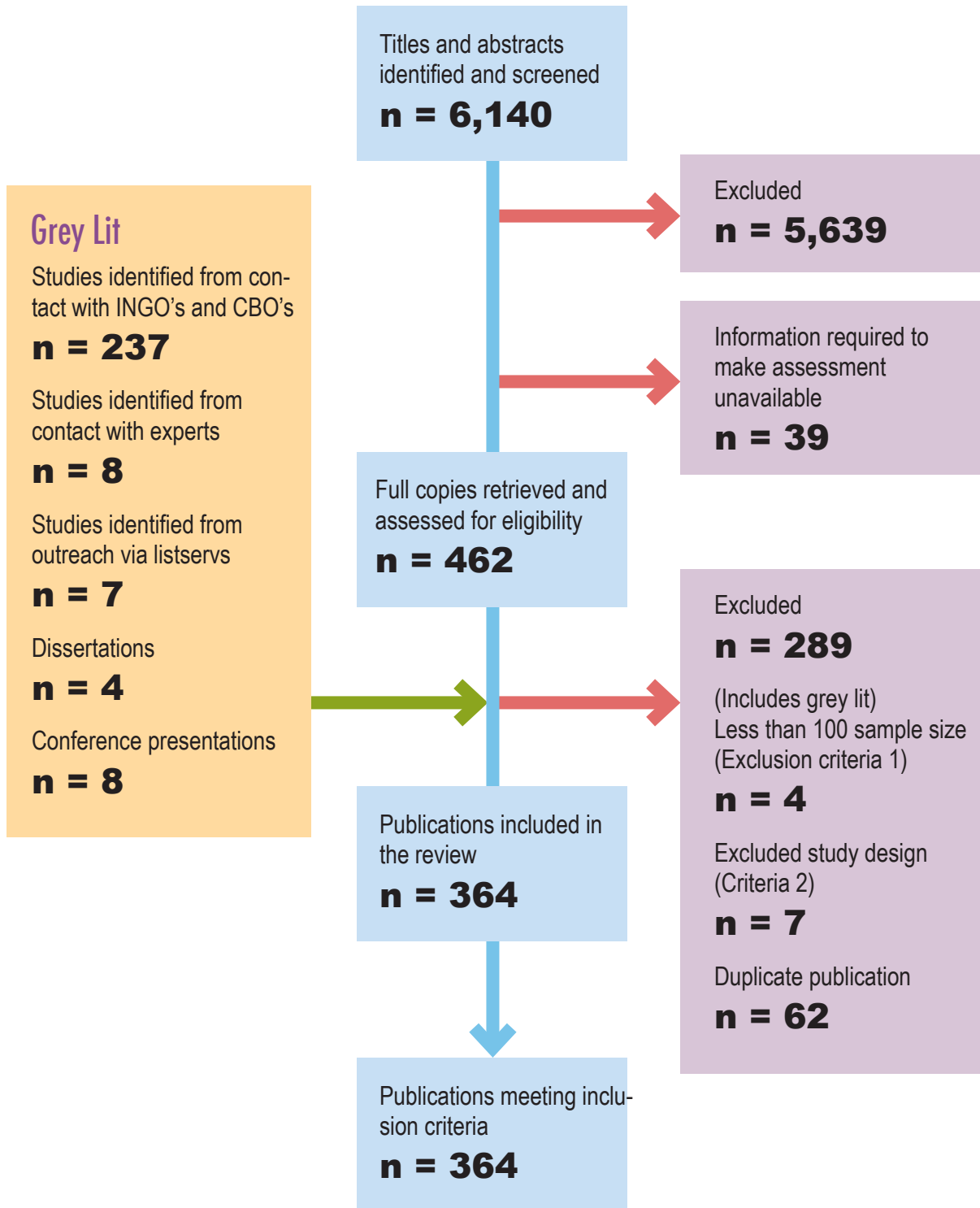
When the abstract or executive summary does not provide sufficient information to determine inclusion, the full article will be retrieved for further examination. Articles and other documents that ultimately meet the inclusion criteria will be reviewed and key variables of information extracted (below). In addition, the bibliographies of all included articles, as well as relevant review articles, will be examined as an additional measure to ensure that all articles meeting the inclusion criteria can be located.

Research studies may publish multiple articles on either the same data or different aspects of the research. For the purposes of this review, only one article (the most recent) of multiple articles or reports that have the same data will be included in the review. However, when multiple articles from the same dataset/research study explored different aspects of child maltreatment, those articles can be combined together into one data extraction form.

Ultimately, we would like to be able to produce a flow chart, similar to the one used in the UNICEF report for the East Asia and Pacific Systematic Review (please see example below⁷). This requires good documentation of specific information during the search process.

7 Taken from: Fry, D (2012) Child Maltreatment: Prevalence, Incidence and Consequences: A Systematic Review of Research, UNICEF East Asia and Pacific Regional Office (EAPRO).

The following graph is an example illustrating the key data from each stage of the review.



Data Extraction Process

We will extract data based on key publication/research information into an Excel file.

A detailed Excel variable file can be found in Appendix A.

Extracted information to include:

- Year of publication
- Authors
- Original language of publication
- Location of study
- Research question
- Study design
- Methods/setting of data collection
- Duration of data collection
- Model/theory
- Study eligibility criteria
- Sample size
- Author-reported limitations/weaknesses of study design and methods
- Findings variables (from Matrix 1) and Interventions Landscape variables (from Matrix 2) and additional variables including:
 - Prevalence of child maltreatment (if stated)
 - Poly-victimisation (experiencing multiple forms of violence)
 - Confounding factors (mediating variables affecting drivers of violence against children)
 - Definitions of various types of violence against children
 - Any other relevant information on study design, population or findings

Quality Assessment

The broad range of articles, papers and other documents located during literature searches enhances the scope and depth of any written review. However, not all of these documents provide the best evidence and to mitigate the possibility of including misleading or unrepresentative findings we engage in a Quality Assessment and Risk of Bias process.

This process examines five main areas of research and report writing: inferences, methods, representativeness, the nature of the population and reporting bias. The intention is to examine each area in turn by asking specific questions about the way in which information and research has been structured, implemented, recorded,

reported and applied.

The idea is to retain articles that are robust in their research and reporting but allow for those which may be poorly written and may not have large samples (especially in the cases of focus groups/interviews). These documents are still of great importance because they may contain rich ethnographic data necessary for accurately representing populations, contexts and broader concepts. Concurrently, what this process seeks to do is reject articles that serve an agenda, over/under state figures, use poor methodologies or have unclear research design and research questions.

Due to the wide ranging types of literature identified in these types of reviews, the questions that are posed are intended to allow the documents to meet a quality threshold. There are innumerable factors involved in quality appraisal and the scoring system used in this process is designed to allow the reader discretion in determining the quality of a particular document.

The process is simple and involves answering a series of 'yes' or 'no' questions linked to the data extraction form. This can be done alongside data extraction or after the initial extraction has been completed.

The total 'yes' responses give an outcome of 15 or under, if this total is a score of 7 or above (this is based on ALL questions having been answered), the document would be deemed of sufficient quality and without significant bias, and therefore acceptable for the study.

INTERVENTIONS MAPPING

The purpose of Interventions Mapping is to provide policy makers and programme staff with an understanding of what measures have been put in place to prevent, protect or support victims or perpetrators of violence, where they have been implemented, for whom and how and whether these programmes have been evaluated. In mapping these interventions we can then start to examine how to improve intervention planning and development. The steps and procedures we ask the teams to engage in when doing this mapping exercise integrate theory, empirical findings from the literature and information collected on evaluations of 'what works' (or not). Using this map, we can then look more in depth at whether current interventions are addressing the most vulnerable population, by age, gender, by place and by type of violence.

Why do Interventions Mapping?

Effective violence prevention efforts hinge on identifying both risk and protective factors and determining when in the course of a child's development they emerge. Engaging in Interventions Mapping during this stage allows the identification of existing interventions. In analysing these at an early stage, we get a better understanding of their appropriateness when we triangulate the intervention approach and outcome with our literature review and secondary analysis. In effect, it allows us to think about programme (re)-design, implementation and measurement at a very early point in the research.

Mapping the Interventions Landscape

Mapping the intervention landscape is an essential and complementary part of this first stage of examining the drivers of violence affecting children. Finding evaluated interventions has been very challenging in many countries. With this in mind, what we want to interrogate in more detail are three key areas:

- 1** Whether evaluated interventions exist: If so, what are the individual components of these programmes? If no evaluated prevention interventions exist, what are the largest non-evaluated programmes being implemented for prevention and what are the components of these programmes?
- 2** Do the existing interventions match the drivers found in the literature and secondary analysis? Here it may be possible to hypothesise as to why they interventions match, or, why they may not.
- 3** Examining what might work and why. Here we can work with the national teams to draw on the international literature and conversations with key stakeholders and organisations to think about the future of interventions ready for further exploration in Stage 2.

Types of Interventions to be Included

An intervention is seen as a coordinated group of activities around a specific purpose for a targeted population. In the context of violence prevention, an intervention objective would be to prevent and reduce the drivers of violence in children, families, individuals and communities—or alternatively to promote protective factors for children. This step seeks to collect evaluated interventions to understand what works (or not) and why.

The objective of any included intervention should have violence prevention explicitly stated or seen as a proxy⁸ outcome. An example of this would be a parenting intervention.

Below is a list (not exhaustive) of the types of evaluated interventions⁹ to be included:

Types of Interventions and Definitions

PARENTING PROGRAMMES

Parenting programmes aim to increase parental skills and to improve the relationship between parents and children. With support and information, they strengthen parents' ability to adapt to the changing needs of the child, develop strategies to cope with their child's behaviour and build knowledge of child development and capabilities.

HOME VISITATION PROGRAMMES

Home visitation interventions are often targeted at vulnerable and/or first-time parents by providing nurse or health visitor visits to provide educational information and support in the home during pregnancy, soon after birth and often during the early childhood years.

EARLY CHILDHOOD AND PRE-SCHOOL INTERVENTIONS

Family support, preschool education, child-care and health and community services are common components of these programmes. The objectives are normally wide-ranging and are focused in the early years of child development and may include, for instance, promoting children's academic success, encouraging parental involvement, encouraging child development and providing parental support and education.

ACADEMIC/EDUCATION ENRICHMENT PROGRAMMES

Academic enrichment programmes aim to improve academic achievement with study support and other activities outside normal school hours. Programmes enlisted here mainly focus on improved academic performance and building academic skills of children. Low academic achievement and truancy are risk factors for violence.

INTERVENTIONS TARGETING ADULTS OTHER THAN PARENTS

(Teacher, Foster Carer, etc)

These interventions are focused on other adults in the child's life and can include interventions to target potential drivers of these adults as perpetrators or interventions to impart skills to children and young people about preventing violence.

BULLYING PREVENTION PROGRAMMES

These interventions, which are mostly school-based, seek to address peer-to-peer violence, aggression and bullying behaviours. Bullying is defined as aggressive behavior that is intentional and that involves an imbalance of power, which is often repeated over time

⁸ Using a proxy measure means when you can't measure exactly what you want or need, you measure what you can.

⁹ This list of intervention definitions has been compiled using resources such as the WHO Global Status Report on Violence Prevention (2014) and the Youth Violence Prevention Reader (2012) written by Deborah Fry and Berit Kieselbach for the WHO meeting on youth violence prevention guidelines.

SCHOOL-BASED CHILD MALTREATMENT PREVENTION PROGRAMMES

These programmes are conducted during school-time and may address emotional abuse, physical abuse, sexual abuse, neglect and/or witnessing parental violence and are targeted towards raising awareness, changing behaviours and/or improving skills to prevent peer-to-peer violence or violence in other settings.

DATING VIOLENCE PREVENTION PROGRAMMES

Interventions in this category focus on dating violence prevention, an early form of intimate partner violence by focusing on developing healthy relationships, positive communication skills and conflict resolution strategies. These interventions also often include activities to explore gender inequality and the attitudes and behaviours that underpin violence within intimate relationships among adolescents.

CHILD SEXUAL ABUSE AVOIDANCE PROGRAMMES

Often geared towards younger children, these interventions teach children about body ownership, good and bad touch, how to recognise potentially abusive situations and how to avoid these as well as how to disclose to a trusted adult.

SEXUAL VIOLENCE PREVENTION PROGRAMMES

These programmes seek to address the drivers of sexual violence and can take many different forms of interventions (many of the other interventions listed in this table) and are often focused on challenging rape myths, increasing awareness and increasing skills for protective prevention.

MENTORING PROGRAMMES

Mentoring is a partnership through which one person shares knowledge, skills, information and perspective to foster the personal and academic growth of a child or young person. This person could be an adult or a trained peer. Mentoring shares common features with positive youth development programs that aim to build on young people's strengths rather than focus on their problems. Mentoring programmes aim to strengthen attachment, improve social competence, and increase social capital by introducing new connections. Mentoring schemes may be community or school-based and are often targeted towards at-risk youth.

LIFE SKILLS PROGRAMMES

Life skills are cognitive, emotional, interpersonal and social skills that enable individuals to deal effectively with the challenges of everyday life. Life skills interventions may work with children and young people or adults and can include interventions aimed at developing healthy relationships, positive communication, regulating emotions, anger management, resolving conflict, and developing the social skills necessary to solve interpersonal problems without violence.

MULTI-SYSTEMIC THERAPEUTIC APPROACHES & OTHER THERAPIES

Multisystemic Therapy (MST) is a short-term, multi-dimensional, home- and community-based intervention for families of youth with severe psychosocial and behavioural problems. MST is designed to address complex psychosocial problems and provide alternatives to out-of-home placement of children and youth. Other therapy interventions can include those seeking to address the drivers of violence against children (either in the family unit or individually)

FOSTER CARE & DEINSTITUTIONALISATION INTERVENTIONS

These interventions seek to address the prevention of violence against children by introducing programmes and policies for at-risk children including those in out of home care.

OTHER TARGETED INTERVENTIONS FOR AT-RISK YOUTH (e.g. Child Sexual Exploitation [CSE], etc)

These interventions address the drivers of violence for at-risk youth including addressing the 'push' and 'pull' factors of sexual exploitation, etc.

SAFE AND CONFIDENTIAL SPACES INTERVENTIONS (e.g. Hotlines, etc)

These interventions are spaces for children to disclose violence confidentially and for adults to get advice on how to address violence—often includes child or adult helplines.

STRUCTURED LEISURE TIME ACTIVITIES

Structured leisure time activities include activities, which are freely chosen, physically or mentally stimulating to the individual and contain some structural parameters (sport clubs, bands, drama groups). In addition, such activities are usually adult organised and directed, require a level of on-going commitment, include regular participation schedules and expectations regarding participation, emphasise skill development that is continually increasing in complexity and challenge, involve active performance requiring sustained attention and provide clear feedback on performance.

DECONCENTRATION OF POVERTY / POVERTY ALLIVATION

Reviewing prevention strategies on measures that lead to the deconcentration of poverty and urban upgrading is based on the assumption that violence is related in part to the spatial concentration of low income families in high-poverty, high-crime urban neighbourhoods and that improving living conditions in these neighbourhoods can reduce violence.

URBAN UPGRADING / URBAN DEVELOPMENT

Interventions reviewed here include sectoral policies implemented by public and private sectors in areas such as strategic territorial planning, transformation of public spaces, urban forms and architecture, changes in mobility and accessibility, provision of local public services, housing, urban regeneration, social inclusion, territorial marketing and local governance.

SUBSTANCE MISUSE REDUCTION PROGRAMMES

These are interventions which limit the availability and harmful use of alcohol as well as interventions geared towards parents to prevent and treat substance misuse, often as part of a parenting intervention.

ACCESS TO LETHAL MEANS

Interventions in this area include legislative and policy measures such as bans, licensing schemes, minimum age for buyers, background checks, and safe storage for firearms. This section also includes other policies and programmes to address accessibility to firearms and sharp objects such as knives and other weapons. We are interested in interventions that focus on preventing child deaths from parents/ caregivers and/or peers (instead of accidental deaths).

COMMUNITY POLICING INTERVENTIONS

Community policing is a philosophy that promotes the systematic use of partnerships and problem-solving techniques, to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder, and fear of crime.

CHILD PROTECTION SYSTEMS INTERVENTIONS

For this interventions mapping, we are primarily concerned with any interventions within the child protection system intended to prevent child abuse and neglect. These programmes may sit alongside existing 'response' programmes (such as child protection officers running trainings in schools, etc.)

CASH TRANSFER INTERVENTIONS

These are programmes where cash is given to households in order to explicitly achieve child protection prevention outcomes.

SOCIAL NORMS INTERVENTIONS (Including Bystander Interventions)

WHO defines cultural and social norms as rules or expectations of behaviour within a specific cultural or social group. These norms offer social standards of appropriate and inappropriate behaviour, governing what is and what is not acceptable and coordinating our interactions with others. Social norms influence individual behaviour by informing members of a social group which behaviours the group expects and desires from them.

PUBLIC CAMPAIGNS

These interventions can include radio, television, and print media campaigns intended to raise awareness about child abuse and neglect and also to challenge social norms.

OTHER INTERVENTIONS

There may be additional interventions that address the drivers of violence against children that don't quite fit in the other categories.

Data and Process Documentation

In addition to the data extraction in Excel, it is important to document the search process for the systematic literature review and also the interventions mapping in order to allow a flow diagram of the steps conducted to be created. The academic partners and national consultants will coordinate communication and data documentation. One way to share information is to collect it within a process table:

Example For Research Databases:

Search string: **child** and **maltreatment** and **Vietnam**

Or **childhood**
or **children**
or **adolescents**

Or **sexual abuse**
or **physical abuse**
or **emotional abuse**
or **violence against children**

	Total Number of Articles	Pulled Articles	Included Articles
PubMed/Medline			
PsycINFO (EBSCOhost)			
CINAHL-ebSCO			
ERIC			
EmBase			
Social Work Abstracts			
SocIndex			

Pulled and Included Articles Shorthand Bibliography (to account for duplicates)

Pulled:

-e.g. Smith, 2012. Drivers paper, Journal of Violence Trauma & Abuse (PubMed)

Included:

-shorthand bibliographic info....for each article

Documenting the R3P process from beginning to end is a key component in ensuring that the research follows the protocol, but also that lessons can be learnt about methods and approach. Maintaining written records at each stage of the project brings together a process chronology that can be tracked and replicated, thereby validating the methodology. Similarly, ensuring all facets of the R3P process are recorded allows for a review of the more complex aspects of the research and any issues which may arise.

The idea is not to standardise the approach as each country will interpret the R3P differently. Instead, this process ensures that rigorous and systematic research is conducted within robust academic parameters. Some important information to documentation about the process includes: a) information about the activities and discussions of the Steering Committee; b) number and types of organisations (segregated by type: local government, CBOs, NGOs, INGOs, etc.) contacted and met with; c) the number of articles and evaluated interventions identified through the literature search vs. hand searches and outreach effort; and d) key observations, challenges and learning from the process of conducting the R3P.

In bringing together the above elements, the methodology can undergo review to ensure it is consistent across all R3P projects. In addition, these documents help in identifying the most efficient way of monitoring the R3P process as each country will be unique in its approach.

SECTION 3

SECONDARY DATA ANALYSIS

ANALYSIS PLAN DEVELOPMENT

Accessing data to perform secondary analysis is a vital part of the research process for a R3P. There are many national and other datasets that may have violence variables that can be examined and can add to our understanding violence. A country does not necessarily need to have a population-based prevalence survey of violence affecting children in order to engage in secondary analysis of existing datasets to explore patterns of violence.

Conducting secondary analyses is beneficial for the following reasons:

- There are already existing data often with population-based samples. When triangulated with the literature review data, there is no need to collect new research
- Datasets often have larger sample sizes providing good breadth and depth in the data
- Datasets when analysed well can explore relationships between variables
- Surveys are often highly invested in by ministries, UNICEF and other organisations providing new uses to existing data.

To identify key datasets your national team and academic partners will first look to see if there are violence variables within the dataset (violent discipline, bullying, sexual abuse, etc). Secondly, we look at the sampling design and where possible talk to the data team about how the survey was conducted, the sample size, how recently the survey was conducted. If the dataset is promising, we engage with the local statisticians, key Ministry and UNICEF to discuss analysing the data in-country – either with local teams or a combination of local teams and academic experts, depending on the capacity and availability of local teams.

Once the datasets have been identified, we want to interrogate the information to examine in more depth the prevalence of violence, including physical, sexual and emotional abuse. The data analysis model consists of an a priori analysis plan with variables of interest and key research questions based on findings from the systematic literature review and global literature developed through national dialogue. The data analysis plan is produced through collaboration with national researchers and discussed with government and key stakeholders. In some countries, timing issues have meant that the literature review and the secondary analysis are being done at the same time. If this is the case, we still revisit the data after the systematic review

to determine if any additional analyses can be conducted. Depending on the dataset, we look at uncovering risk and protective factors across groups and at various levels. Work is carried out under the guidance of the UNICEF OoR—Innocenti and/or the chosen academic partners in collaboration with UNICEF COs and line Ministries.

The approach to secondary data analysis is documented at each stage to enable replication through data analysis plans including recoding of variables and documentation of syntax used for analyses. Doing so helps build a detailed data analysis plan and capture lessons learned for future projects. The context specific documentation of the process offers massive learning opportunities which can be used to share experiences among sections within UNICEF and across countries leading to cross-disciplinary learning. Finally, the Innocenti—OoR can provide guidance with the academic partner on how to best utilize the results to create a movement of change in the ways surveys are developed and how certain data are collected. Participating countries must be willing to engage in this process.

Analysis

The national team, alongside the academic partner, work together to formulate a secondary data analysis plan. Each plan will be specific to the dataset selected to ensure that variables and analysis match the available information. This process helps gauge the extent in which the data is able to answer certain questions specifically related to better understanding the drivers of violence.

Survey Design

All analysis will account for the sampling and stratification scheme and weightings employed in the survey, to produce standard errors corrected for design.

Missing Data

Levels of missing data for all variables will be described, and decisions about whether variables are useable, and decisions on how to handle missing values will be made based on the level and any apparent patterns of missing-ness in consultation with the statistics team responsible for collecting the data.

Descriptive Analysis

The first set of analyses conducted should be descriptive, focusing specifically on the experiences of violence victimisation and perpetration and key frequencies around risk and protective factor variables. It is very likely that the epidemiology both of

the forms of violence experiences, and responses to violence, will differ by age and these analyses should include appropriate disaggregation (age, gender, place, etc). For some datasets and partnerships, descriptive statistics will be the end goal. For others, depending on the data, more detailed analyses can be conducted.

Coding/Recoding Variables

In order to engage in further analysis, new variables may need to be constructed from existing variables. The academic partner team will work with the national statistics team/partner to determine variables that need to be coded/recoded depending on the analyses to be conducted. Where possible, the systematic literature review team and members of the steering committee will also be involved in this process.

Regression Analyses

Logistic regression analyses will be the most frequently conducted analysis to examine risk and protective factors and their association with violence experiences and perpetration. All variables to be included will be chosen on a theoretical basis and based on findings coming out of the systematic literature review. Interactions will also be examined and key confounding variables controlled for in the analysis. These analyses are most likely to be presented using odds ratios (OR). An OR is a measure of association between an exposure (a particular risk or protective factor) and an outcome (the violence variable). The OR represents the odds that violence will occur given a particular exposure, compared to the odds of the violence occurring in the absence of that exposure. Adjusted odds ratios (AOR) will also be conducted which will control for potential confounding variables.

Mediation Analysis

Where possible, the use of mediational analysis will be conducted. This again depends on the data available and the national statistics team. This form of path analysis uses an ordinary least squares or logistic regression-based path analytical framework for estimating direct and indirect effects in simple and multiple mediator models, two and three way interactions in moderation models along with simple slopes and regions of significance for probing interactions, conditional indirect effects in moderated mediation models with single or multiple mediators and moderators, and indirect effects of interactions in mediated moderation models also with single or multiple mediators. A specific plug-in is needed to conduct these analyses in SPSS

and the academic partner will work with the national team to acquire and train on this programme.

Potential Moderators

The effect of X on some variable Y is moderated by M if its size, significance, or strength depends on or can be predicted by M. In that case, M is said to be a moderator of X's effect on Y, or that M and X interact in their influence on Y. Identifying a moderator of an effect helps to establish the boundary conditions of an effect or the circumstances, stimuli, or type of people for which the effect is large versus small, present versus absent, positive versus negative, and so forth.

Potential Mediators

The possibility that an interaction between a moderator W and causal agent X on outcome Y could operate through a mediator M, a phenomenon that has been called mediated moderation. This type of analysis is very useful in gaining a better understanding of 'drivers' of violence against children and areas/groups for potential priority interventions.

Latent Class Analysis

Each country can also explore the feasibility of conducting a latent class analysis to examine common patterns of violence exposure in the population. Whether or not this is possible will depend partly on the number of people surveyed and the prevalence of different forms of violence within the age ranges of interest. This method also requires specialist software that may or may not be available to the national team.

Latent class analysis is a statistical method which allows discovery of common patterns of overlap of experiences, or 'classes', within the data, and could provide very useful information for the design and targeting of interventions. For example, we could find that there is one 'class' or group of children that is very likely to experience emotional and moderate physical violence, but very little sexual violence. It could be that another group of children are very likely to experience sexual violence only, but have little experience of other forms. Another group could have high levels of physical, sexual and emotional violence exposure. Once groups are established, the frequency with which each group occurs within the population, and risk and protective factors for group membership will be explored. A specific plug-in or programme may be needed to conduct these analyses and government statistics offices may not be equipped for these analyses.

SECTION 4

REPORTS AND PUBLICATIONS

REPORT AND PUBLICATION FRAMEWORKS

Each country will be supported to produce a variety of outputs. The **national technical report** is a working paper that is produced by the national team in collaboration with the UNICEF CO and lead ministry with technical assistance from the academic partner. The national technical report will be a longer report displaying all the data through a series of sections and detailed technical appendices. This report will be published by the UNICEF CO with the ministry (where appropriate) and the national team.

The **policy narrative report** is a succinct narrative of the drivers of violence in the country utilising data from the technical report. This element is usually contracted for separately once the technical report is completed. This piece will be a polished and easily readable piece in order to engage with national and international policymakers and key stakeholders. It will likely be published for public viewing on a number of UNICEF websites. UNICEF COs and their Government partners will together determine if they will co-produce and publish.

Where feasible and needed, fundraising can be done to also produce short films in each country to tell the story of the policy narrative report. This will make the findings available to a wide variety of audiences. Finally, national teams will be encouraged and supported to make the findings available through peer-reviewed publications—having the policy narrative report helps. The national teams will be encouraged to lead author the first publication presenting the results of the systematic review and to lead and co-author other peer-reviewed publications using the data.

1. The National Technical Report

The national teams are given a report template as a guide to formatting and separating the data for the technical report. The teams are encouraged to work within the template initially and then move to mapping violence by age and gender and socio-ecological level in order to bring the data together.

The final organisation of the technical report, including sections and headings, are determined by the national team and based upon the data and their analysis. On the next page is the initial template the national teams use as they begin their report writing:

National Technical Report Template

Contents

Foreword

Acronyms

Executive Summary

Definitions

1. Introduction – The Multi-Country Study
 2. YOUR COUNTRY in socio-political and historical context
 3. The Child Protection System
 4. Timeline
 5. VAC in the home
 6. VAC in schools
 7. VAC in the community
 8. Relationships:
 - a. Mother & Child, Father & Child
 - b. Siblings and other family members
 - c. Partners and peers
 9. Across Childhood
 10. Key Transition
 11. Age/gender nexus
 12. CSA—Child Sexual Abuse
 13. CPA—Child Physical Abuse
 14. CEA—Child Emotional Abuse
 15. Prevention
 - a. Map with interventions
 - b. Interventions
 16. Response
 - a. Child Protection System
 - b. Details
 17. Uniquely, YOUR COUNTRY
 18. Conclusion
 19. Next Steps
- Appendix A: Detailed methodology
- Appendix B: All studies by icon

The national reports are *working technical documents* that include very detailed information on all the studies and data included in the first phase of the research.

2. The Policy Narrative Report

The policy narrative report is written around the typologies of violence and arranged in sections by physical, sexual and emotional abuse. This report brings in additional country-level data (such as migration patterns, history of the country, etc.) to triangulate with the findings from the technical report in order to tell the story of the drivers of violence. Key stakeholder interviews will also be conducted with ministries and civil society prior to drafting this report in order to provide deeper meaning to the technical findings. These interviews will explore not only the data but why countries have conducted certain surveys, or why they invested in certain programmes. The policy narrative report engages more with the political economy and structural factors of a country and will be written by a senior writer based on the initial technical report. This senior writer first interrogates the technical report, asking the why questions. The national teams and academic partner then try to answer these why questions by uncovering supporting data, talking to key informants, or highlighting that there are gaps in the evidence-base. This process is also carefully documented through a series of questions and answers as the technical team is encouraged to go deeper into the data. If the technical report is the analysis of the data, then the policy narrative report represents the synthesis of the findings, presenting new hypotheses about what drivers violence that are firmly rooted in a country's context.

3. Peer-Reviewed Journal Articles

If the report merits a scientific publication, the academic partner and OoR suggest likely journals for submission. The academic partner provides scientific and technical input throughout journal article writing and strongly encourages national lead authorship. A journal should be identified and then, once the writing team is assembled, a careful read of the journal guidelines for submitting a manuscript should be reviewed by all.

Below is a general format for papers submitted to an academic journal:

Country Article

- Abstract
- Introduction
- Lit Review/Background
 - Country Information
 - Drivers/Ecological Model
- Methods
 - Systematic Literature Review
 - Including flow diagram and table of included studies
- Findings
 - Structural Drivers
 - Institutional Drivers
 - Community Drivers
 - Interpersonal Drivers
 - Individual Drivers
- Discussion
- Recommendations
- Conclusion
- Bibliography

SECTION 5

WRITING UP THE RESULTS

Studies like this can often produce a massive amount of different types of information—from statistics and data to reviews of important studies and evaluations. It is not an easy task to combine these findings and create a report that provides an overview of the drivers of violence in any given country. This is messy work—but also very important work and a chance for your country to really begin to analyse what triggers violence and what can be done about it.

In Writing up the Results we provide an overview of some important concepts to keep in mind.

Analysing and synthesising the literature is a big task. The grey literature tends to be in the local language and the academic literature is most often in English. To harmonise the two, separating analysis and synthesis is helpful.

Analysis takes a large concept (such as drivers of violence) and breaks it down into smaller components or parts. In this way, analysis breaks down complex ideas to come up with an improved understanding. This can be done by identifying themes and sub-themes coming out of the data.

An example of this:

A quantitative study of 560 parents in 14 different regions of the country conducted by Cohen and colleagues (2009) identify low parental level of education, low socio-economic status and poverty as the main risk factors to physical abuse. Whereas, a secondary analysis study of the national Violence Against Children survey found that a previous history of sexual abuse in the perpetrator, high deprivation level and children under the age of 5 as the key risk factors for sexual abuse (Brown et al., 2011).

Synthesis puts together the separate parts that have already been analysed with other ideas or concepts to form something new or original. The particularly relevant components for this work come from multiple concepts (as described in different studies) and then developing a ‘line of argument’ which puts concepts together to develop new hypotheses and theories.

The synthesis process is more than presenting what was in the original studies and instead offers novel interpretations of the findings. These interpretations will not be found in any one research report or article but are the inferences that come from taking all of the articles and findings as a whole and building on knowledge of the country context.

An example of synthesized writing:

From the 12 studies included on emotional abuse, it is clear that caregiver-child relationships are vitally important for understanding risk and protective factors. Studies highlight that potential drivers of violence manifest differently in these relationships primarily through the changing family structure due to migration (Jones et al., 2002; Brown et al., 2012; Smith et al., 2006; UNICEF, 2006), HIV/AIDS and the increasing level of single-parent and child-headed households (Shonka et al., 2013; Smith et al., 2006; Dlamini et al., 2014; Mistel et al., 2013; Marks et al., 2014). Only two studies focused on the impact of these structural drivers on changing gender dynamics within the household and the impact on caregiver-child relationships, reflecting a gap in our understanding and an area of potential further exploration (Johnson 2013; Vue et al., 2012).

This work requires a mapping or plotting of the data and findings to generate hypotheses and ideas about what drives violence against children and what can be done about it. Mapping data is most effectively done by extracting key information and data from the included studies and pieces of research into an extraction table and by mapping data against the study frameworks as presented in this guide. This allows the writer a clear and concise overview of the types of studies, methodologies, sample size and type in addition to findings, biases and limitations. Taking all this information into account is vital in order to synthesize the data effectively and come up with sound hypotheses. Steps for Analyzing and Synthesizing Findings

In terms of outputs the national technical report is the analysis of the data with a synthesis in the final chapter. The policy narrative report is more often the synthesis of the data – together these create the evidence-base on the drivers of violence in a particular country. This information is vital for policy makers and stakeholder organisations in not only understanding the data but seeing how it fits together to tell a new, more complete, story of violence.

STEPS FOR ANALYZING AND SYNTHESIZING FINDINGS

There are several steps that help in analysing the data (and thus leading to the synthesis of the data) as presented below:

Step 1: Identification of Main Themes – Using the Frameworks

The data identified is analysed using the conceptual models for the study (see page 6 and the ‘Study Frameworks’ document). The first is the socio-ecological framework—where, to remind the reader, we consider the different levels in society where violence operates: structural, institutional, community, interpersonal and individual (see: Study Frameworks).

Key risk and protective factors are mapped by type and level of violence. Findings from higher quality studies (according to the quality assessment findings) are put in bold and those from studies with a higher risk of bias are not bolded. Once this is mapped (using the table in section 2.1 above), it is easy to see some patterns across the studies and where there are gaps in the data.

The Socio-ecological Framework Mapping Exercise

The socio-ecological framework allows us to consider the different levels in society where violence operates: structural, institutional, community, interpersonal and individual. Typically, violence against or affecting children is analysed within a particular setting—such as schools or the home-- failing to recognize the ways that macro structural issues around economy and gender, for example, influence the different spheres where children play, eat, sleep and study. Separating risk and protective factors by type of abuse and into these levels will allow each country to set a clear picture of the drivers of violence and how the drivers may work simultaneously. It will also reflect risk and protective factors that overlap with each other (please see ‘Study Frameworks’ document for more detailed information on both the socio-ecological model and the age/gender framework).

Key risk and protective factors are mapped by type and level of violence using the table below. Findings from higher quality studies (according to the quality assessment findings below) are put in bold and those from studies with a higher risk of bias are not bolded. Once this is mapped, it is easy to see some patterns across the studies and where there are gaps in the data.

	<i>Types of violence</i>					
	Physical abuse		Emotional abuse		Sexual abuse	
	<i>Risk Factors</i>	<i>Protective Factors</i>	<i>Risk Factors</i>	<i>Protective Factors</i>	<i>Risk Factors</i>	<i>Protective Factors</i>
Structural					Demand for sex workers and child pornographic material	
DRIVERS	Inequalities based on socio-economic status and migration; organised crime					
Institutional			Dysfunctional management of labour within the school structure			
DRIVERS	Institutional factors related to school governance					
Community						
DRIVERS						
Interpersonal	Relationship quality Lack of emotional support Stressors at the household level	Awareness of psychological distress Improving parents' ability to recognise risk behaviours	Parental stress linked to separation issues Social isolation or conflict Financial poverty		Girls more likely to be sexually abused Boys more likely to be physically punished	Parents supervision of children's internet use
DRIVERS	Relationships within families and schools including parental relationships, parenting skills, family stress, school stressors and parenting and family norms around communication					
Individual	Witnessing violence and previous experiences of abuse.				Younger children and adolescents more vulnerable to sexual violence	
DRIVERS	Previous experiences of violence, psychological distress and other health problems and lack of education and skills for protection					

The Age/Gender Framework Mapping Exercise

Age and gender are, like the socio-ecological levels, extremely significant meta-factors (see above), the implications of which will differ in different contexts. Adopting this approach acknowledges that opportunities and risk factors that are in turn dependent on not only differing political economies but also on children's evolving capacities as they move through childhood. It is important to map the drivers that are found in the literature and secondary analysis by other age groups for middle childhood, early adolescence and late adolescence.

Example of Age/Gender Mapping for Middle and Late Adolescence from Vietnam (each line represents data from a different study)

15-18: Middle and Late Adolescence								
Violence in the Home			Violence in Schools			Violence in the Community		
Boys	Girls	Not disaggregated by gender	Boys	Girls	Not disaggregated by gender	Boys	Girls	Not disaggregated by gender
Boys more likely to experience physical violence in the home than girls		living with both parents is a protective factor; urban young people more likely to be injured by physical violence than rural youth			Children reporting weak connectedness to school were more likely to be affected by physical violence	Boys more likely to experience physical violence outside the home and more likely to be violent		
Trafficked boys more likely to be estranged from families due to conflict and to migrate to urban centres without social networks						Boys' attitudes is a risk factor: perceived themselves as stronger than girls and less at risk for trafficking;		

Step 2: Setting a Structure that Works with the Data – Reviewing the Table of Contents

Although the national technical report templates may look the same to begin with, as the consultant and national team work their way through the literature and through identifying themes, the structure of the template may change based on the type and quality of data identified.

You may find that you have limited data in some sections of the report structure (such as fathers/children or mothers/children). In these instances, you may want to discuss as a team, how best to structure the report so that it reads well and you are not duplicating or repeating information throughout the report. For example, one country decided to organize all the data by setting (home, school, etc.), while another country may decide that the typology approach (by sexual abuse, emotional abuse, etc.) worked best as a way to present their data. The structure of the report can be adapted in these ways in order to accommodate the data and to make it useful for policymakers and study partners. This flexibility allows the literature to be presented in a way which ‘fits’ the country.

Step 3: Timelines and Deadlines

Due to the nature and progress of the R3P project, the timelines for the national team to gather the information and write the report tend to be short. It is important to discuss at the start of the project that more time is often needed by national teams to allow time for multiple drafts to be reviewed, for the inclusion of the secondary analysis and interventions mapping and to ensure that all available data which fits the criteria is included. We have learned that clarity in timelines, alongside flexibility, is important. Setting realistic timelines and deadlines for the various sections to be completed allows both the national team and the project partners to track progress and maintain a good dialogue around the development of the report. The injection of realism allows both the project partners and the teams to stipulate what could be achieved within a specific time frame. This is reviewed as the data gathering and writing process gets underway and permitting some flexibility in meeting deadlines allows the space for a good standard of work to be produced.

Conclusion

This guide and the accompanying documents are aimed at providing a methodological roadmap to follow and adapt in order to understand the drivers of violence affecting children in your country. These frameworks, tools and recommendations have been used successfully by other countries to make sense of their varied data on violence against children. However, these tools and frameworks in and of themselves will not get the root of what is causing violence – these tools need to be adapted according to the country context and the findings discussed and debated with key study partners including government, academics and civil society. It is through this dialogue and process that the Research to Policy and Practice (R3P) Process can achieve the aims of understanding the drivers of violence and guiding policymakers on how best to respond and prevent violence.

APPENDIX A

Framework for Extracting Information from Literature Review and Interventions Mapping

Book A: Excel Sheet Data Extraction Categories for Literature Review

Name of Category	Cell	Explanation
SUMMARY INFORMATION		
Bibliographic Information	A	Authors, Year, Title, Publisher/Journal & Issue/Page Numbers. Use Chicago style formatting
Location	B	Location of the study (country and city/area(s))
Type of Location	C	Urban area, rural area, semi-rural, combination
Publication Language	D	Original language of publication
Linked Reports	E	Additional reports/documents (list authors and date) linked with study
Objectives	F	Main objectives of the study
Funder	G	Who funded the study?
STUDY INFORMATION		
Research Question	H	What is/are the stated research question(s)?
Study Design	I	What type of study is this? Qualitative/Quantitative? Cross-sectional Quantitative....
Settings of Data Collection	J	Where did the data collection take place? School, household/home, community, other venue?
Methods of Data Collection	K	What were the methods of data collection, give details from the methods section of article/report
Study Length	L	What was the length of time for the overall study? (e.g. 2007-2011 (5 years))
Duration of Data Collection	M	How long did the data collection period take? (e.g. 5 days in each school for a total of 10 schools (50 days))
Study Eligibility Criteria	N	Who could take part in the study? What were the eligibility criteria?
Sample Size	O	Overall sample size for study?
Model/theory	P	Do the authors reference a model or theory underpinning the study?
Limitations	Q	What are the author-reported limitations/weaknesses of study design and methods?
Definitions	R	What are the definitions for the types of child maltreatment given? List all using exact words or references.
Recall	S	Lifetime, childhood, previous year, other bounded timeframe
Respondent Type	T	Children, young adults, parents, adults
Definitions	U	What definitions of violence against children are used (physical abuse, sexual abuse and/or emotional abuse)? List all using exact words or references. (e.g. use WHO definition of physical abuse)
Instrumentation	V	What instruments are used to measure violence against children (physical abuse, sexual abuse, emotional abuse?) List all (e.g. Adapted ICAST-C tools for physical violence) and list if researcher-developed questions
Questions PVaC	W	What specific questions are used to find out about the nature and scale of physical violence against children?

Name of Category	Cell	Explanation
STUDY INFORMATION, CONTINUED		
Questions SVaC	X	What specific questions are used to find out about the nature and scale of sexual violence against children?
Questions EVaC	Y	What specific questions are used to find out about the nature and scale of emotional violence against children?
ETHICAL CONSIDERATIONS		
Ethical Approval	Z	Does the report/article mention the study obtaining ethical approval?
Researcher Training: Ethics	AA	Does the report/article include discussion of researcher training in ethics?
Safeguarding	AB	Does the report/article detail the safeguarding and referral procedures for the study?
Other Ethical Considerations	AC	Are there any other ethical considerations mentioned? (e.g. How are researchers supported and managed? Are they provided with psychosocial support? Protocols for participant safety? Discussion around confidentiality and privacy? Special considerations around ensuring informed consent? Risk management planning? Data protection measures?
Referrals	AD	How many referrals to services were made for participants?
Adverse outcomes	AE	Are any adverse outcomes noted as arising out of the research (e.g. exposure to violence because of study)
Participant Feedback	AF	Did the study check-in with participants about their experience in participating? Note any information/findings on this included
FINDINGS		
Prevalence: physical abuse	AG	Reported prevalence of physical abuse/violence including peer-to-peer violence. Note in this category what type of violence exactly as the report/article as stated it (e.g. 25% of 8-10 year olds reported lifetime experience of corporal punishment by teachers)
Prevalence: sexual abuse	AH	Reported prevalence of sexual abuse/violence including peer-to-peer violence. Note in this category what type of violence exactly as the report/article as stated it (e.g. 5% of 18 year olds reported experiencing forced sexual intercourse sometime before the age of 18)
Prevalence: emotional abuse	AI	Reported prevalence of emotional abuse/verbal abuse/psychological violence including peer-to-peer violence. Note in this category what type of violence exactly as the report/article as stated it (e.g. 70% of respondents reported experiencing at least one form of psychological violence from a parent or guardian during their childhood)
Incidence of VaC	AJ	List any incidence data (e.g. previous year) on physical, sexual and/or emotional violence
Gender	AK	Does the report or article report differences in findings based on gender? If so, give details.
Ethnicity	AL	Does the report or article report differences in findings based on ethnicity? If so, give details.
Polyvictimisation	AM	Findings on how many respondents experienced multiple forms of maltreatment or on differing nature of multiple forms of violence.
RF Perp	AN	List findings on risk factors found for perpetration
PF Perp	AO	List findings on protective factors against perpetration

Name of Category	Cell	Explanation
FINDINGS, CONTINUED		
RF Vict	AP	List findings on risk factors found for victimisation
PF Vict	AQ	List findings on protective factors against victimisation/increased well-being
Individual Factors	AR	Drivers/Consequences at individual level (e.g. mental health, self-esteem, childhood experiences, disability, etc.)
Family/Household Factors	AS	Drivers/Consequences at family and household level (e.g. domestic violence, family structure, family mobility, family support, poverty, crowding, etc.)
Peer Factors	AT	Drivers/Consequences at peer level (e.g. peer support, quality of friendships, cyberbullying, etc.)
School Factors	AU	Drivers/Consequences at school level (e.g. attendance (or not) and attainment, unsafe space, etc.)
Attitude & Preference Factors	AV	Drivers/Consequences at attitudinal and preference level (e.g. specific cultural norms, etc.)
Religious Factors	AW	Drivers/Consequences at religious level (including both religious and non-religious belief systems)
Institutional Factors	AX	Drivers/Consequences at institutional level (e.g. formal and informal services; decision-makers, etc.)
Inequality Factors	AY	Drivers/Consequences related to inequality (e.g. gender, power, ethnicity and economic)
Confounding Factors	AZ	Findings from the study on mediating variables affecting drivers or consequences of violence against children
D or C?	BA	Are relationships defined as drivers or consequences?
Other	BB	Notes and area for any findings/details not included in other sections

Book B: Excel Sheet Data Extraction Categories for Interventions Mapping

Name of Category	Cell	Explanation
SUMMARY INFORMATION		
Bibliographic Information	A	Authors, Year, Title, Publisher/Journal & Issue/Page Numbers. Use APA style formatting
Location	B	Location of the intervention (country and list all city/area(s))
Type of Location	C	Urban area, rural area, semi-rural, combination
Publication Language	D	Original language of publication
Linked Resources	E	Additional reports/documents/tools/websites (list authors and date) linked with intervention
Open Access	F	Are the intervention materials open access?
Resource Languages	G	Are the intervention materials available in different languages? List here...
Objectives	H	Main objectives of the intervention
Funder	I	Who funded the intervention?

Name of Category	Cell	Explanation
INTERVENTION INFORMATION		
Type of Intervention	J	What type of intervention is this? Use list from Matrix 2 (parenting programme, home visitation....etc.) List all components if multi-component intervention
Settings of Intervention	K	Where did the intervention take place? School, household/home, community, other venue?
Target Group	L	Who is the intervention targeting? (parents, children, etc.)
Evaluation	M	Is or has the intervention been evaluated? If so, include details of the evaluation and key evaluation findings here
Intervention length	N	What was the length of the overall intervention? (e.g. 2007-2011 (5 years))
Theories of Change	O	Does the report/article detail theories or conceptual frameworks about why the intervention should work?
Eligibility Criteria	P	Who could take part in the intervention? What were the eligibility criteria?
Sample Size	Q	Overall sample size for intervention?
Control groups	R	Did the intervention include control groups?
Assignment	S	How were people assigned to the intervention (randomised?)
Limitations	T	What are the author-reported limitations/weaknesses of intervention?
Definitions	U	What are the definitions for violence against children that the intervention was trying to address? List all using exact words or references.
Delivery	V	Who is delivering the intervention? Include details on delivery mechanisms here
Protocol	W	Is there an intervention protocol (e.g. is delivery standardised or flexible?)
Materials	X	What specific materials are used in the intervention (parenting training manual, community flyers, etc.)
Gender	Y	Is the intervention for both males and females? Are there any differences between interventions for the two? Include details here...
Ethnicity and Accessibility	Z	Is the intervention adapted for different groups? Include details here...
Drivers	AA	What are the drivers the intervention is seeking to address?
Resistance and Buy-in	AB	Is there any discussion included on resistance to the intervention or buy-in needed at various levels for intervention to be undertaken? Note details here...
ETHICAL CONSIDERATIONS		
Training in Ethics	AC	Does the report/article include discussion of training in ethics for the people delivering the intervention?
Safeguarding	AD	Does the report/article detail the safeguarding and referral procedures for the intervention?
Other Ethical Considerations	AE	Are there any other ethical considerations mentioned? (e.g. training of those delivering the intervention in VaC, etc.)
Referrals	AF	How many referrals to services were made for participants?
Adverse outcomes	AG	Are any adverse outcomes noted as arising out of the intervention (e.g. exposure to violence because of intervention)
Participant Feedback	AH	Did the intervention check-in with participants about their experience in participating? Note any information/findings on this included
Other	AI	Notes and area for any findings/details not included in other sections
Outcomes	AJ	What were the outcomes of the intervention? Did it prevent violence against children?

Book C: Excel Sheet Quality Assessment Categories for Literature Review

Name of Category	Cell	Description	Quality Appraisal (Answer Y/N)
Bibliographic Information	A	Authors, Year, Title, Publisher/Journal & Issue/Page Numbers. Use Chicago style formatting	
Objectives	B	Main objectives of the study	Are the objectives clear?
Funder	C	Who funded the study?	Do you feel there any potential conflict of interest? (Sometimes findings can be reported in such a way so as to benefit the funding institution financially. This would be a conflict of interest.)
Research Question	D	What is/are the stated research question(s)?	Is the research question clear and unbiased? (i.e. Does the question presume a specific outcome?)
Study Design	E	What type of study is this? Qualitative/ Quantitative? Cross-sectional Quantitative?	Has the study design been adequately described?
Methods of Data Collection	F	What were the methods of data collection, give details from the methods section of article/report	Are the methods appropriate and are they described in detail?
Study Eligibility Criteria	G	Who could take part in the study? What were the eligibility criteria?	Is the eligibility criteria suitable?
Sample Size	H	Overall sample size for study?	Is the sample size adequate? (e.g. a large sample for a survey-based study and a smaller sample for focus groups).
Model/theory	I	Do the authors reference a model or theory underpinning the study?	Are the population, background or setting described? (i.e. Does the research question aligns with the model or theory?)
Limitations	J	What are the author-reported limitations/ weaknesses of study design and methods?	Are limitations discussed?
Definitions	K	What definitions of violence against children are used (physical abuse, sexual abuse and/or emotional abuse)? List all using exact words or references. (e.g. use WHO definition of physical abuse)	Are definitions supported by those which are commonly used or recognised?
Questions PVaC	L	What specific questions are used to find out about the nature and scale of physical violence against children?	Are the questions neutral? (e.g. "can you tell me about your experience of physical violence at home?" would be NEUTRAL; "You get hit at home, don't you?" is a LEADING question).
Questions SVaC	M	What specific questions are used to find out about the nature and scale of sexual violence against children?	
Questions EVaC	N	What specific questions are used to find out about the nature and scale of emotional violence against children?	

Name of Category	Cell	Description	Quality Appraisal (Answer Y/N)
Ethical Approval	O	Does the report/article mention the study obtaining ethical approval?	Was ethical approval granted (i.e. by an ethical board) OR were the study design/methods peer reviewed/ reviewed by a steering or advisory group?
Prevalence of physical abuse	P	Reported prevalence of physical abuse/ violence including peer-to-peer violence. Note in this category what type of violence exactly as the report/article as stated it (e.g. 25% of 8-10 year olds reported lifetime experience of corporal punishment by teachers)	Are inferences drawn that are representative of the study sample? (i.e. Are statistics accurately noted and described?)
Prevalence of sexual abuse	Q	Reported prevalence of sexual abuse/ violence including peer-to-peer violence. Note in this category what type of violence exactly as the report/article as stated it (e.g. 5% of 18 year olds reported experiencing forced sexual intercourse sometime before the age of 18)	Are inferences drawn that are representative of the study sample? (i.e. Are statistics accurately noted and described?)
Prevalence of emotional abuse	R	Reported prevalence of emotional abuse/ verbal abuse/psychological violence including peer-to-peer violence. Note in this category what type of violence exactly as the report/article as stated it (e.g. 70% of respondents reported experiencing at least one form of psychological violence from a parent or guardian during their childhood)	Are inferences drawn that are representative of the study sample? (i.e. Are statistics accurately noted and described?)
RF Perp	S	List findings on risk factors found for perpetration	Is the language around the findings appropriate to what was achievable by the study design? (i.e. Do the conclusions match the findings and are statistics accurately noted and described?)
RF Vict	T	List findings on risk factors found for victimisation	
PF Vict	U	List findings on protective factors against victimisation/increased well-being	
Individual Factors	V	Drivers/Consequences at individual level (e.g. mental health, self-esteem, childhood experiences, disability, etc.)	
Family/Household Factors	W	Drivers/Consequences at family and household level (e.g. domestic violence, family structure, family mobility, family support, poverty, crowding, etc.)	
Peer Factors	X	Drivers/Consequences at peer level (e.g. peer support, quality of friendships, cyberbullying, etc.)	

Name of Category	Cell	Description	Quality Appraisal (Answer Y/N)
School Factors	Y	Drivers/Consequences at school level (e.g. attendance (or not) and attainment, unsafe space, etc.)	
Attitudes and Preference Factors	Z	Drivers/Consequences at attitudinal and preference level (e.g. specific cultural norms, etc.)	
Religious Factors	AA	Drivers/Consequences at religious level (including both religious and non-religious belief systems)	
Institutional Factors	AB	Drivers/Consequences at institutional level (e.g. formal and informal services; decision-makers, etc.)	
Inequality Factors	AC	Drivers/Consequences related to inequality (e.g. gender, power, ethnicity and economic)	
Other	AD	Notes and area for any findings/details not included in other sections	Do you get a sense that this is a clear and well researched paper? (i.e. Are there contradictions? Is it confusing in any way?)
Quality Appraisal Total	AE	Quality Appraisal total = $x/15$ (Sum of 'yes' responses/15)	

APPENDIX B:

Frequently Asked Questions

Throughout the R3P we encourage our teams and partners to ask questions, not only to gain clarity but to help us delve deeper into the process of research. A compiled list of the most frequently asked questions is below as a guide to understanding which areas and steps have necessitated further support. Although this list is not exhaustive, it is indicative of the big, overarching questions, and the more precise enquiries made by teams:

1. Who will read the report? What sort of an audience should I write for?

There will be three main outputs from this research, each with different audiences in mind:

- 1) The larger technical report, researched and written by the national team, will have a technical audience. This paper will be disseminated to the government of that country, key organisations and stakeholders. This report will contain a great deal of depth using graphs, statistics and diagrams to display the data;
- 2) A policy narrative report will be written based upon the larger, technical report. This will be brought together by a professional writer and will contain a summary and synthesis of the findings to provide a short, precise narrative—normally this requires a separate contract;
- 3) Additionally, and dependent on interest and funding, a film can be made to capture some of the key aspects of the technical report. It may include interviews with key individuals and will present, in part, an audio-visual account of the contents of the report.

2. What is the overall aim of all three pieces?

This research is designed to capture, analyse, synthesise and present the facts regarding violence against children in your country. In approaching this work using a systematic, academic framework, we are able to bring together published and unpublished literature, the views and work of national and international organisations, statistics and analyses, and map interventions. In producing three distinct representations of the research, your work is able to reach a range of audiences. The impact of this work is far greater the wider it is disseminated and creates new meaning when produced in a range of mediums. An R3P is key to understanding violence affecting children in your country and is the foundation upon which interventions can be improved.

3. What is the scope of the literature? I'm worried we won't find all the articles we need for this research.

With the framework we have in place for searching the literature and broadening our data gathering to include key organisations and individuals, we will gather as much information as possible. The amount and quality will vary from country to country and we have found that it is commonplace to experience difficulties around gathering information on evaluated interventions. Nevertheless, not being able to locate data is a finding in itself and provides a key insight into areas such as availability of information and transparency. Local consultants often move around the county in search of documents that have not necessarily been published but which may have valuable insights.

4. Some of the data could be placed into more than one category. For example, information on mothers and children would also fit into 'Violence in the Home'. Where should it go?

You will find that some of the data will fit under a few different headings and it is up to you and your team to decide where each piece of data should be placed. This is where mapping the data using the socio-ecological and age-gender frameworks can assist. In examining the information through different lenses, it is possible to map the findings and start to synthesise the data. This will then provide more clarity on where certain pieces will go into the report and help you to build your narrative around the findings.

5. Why does the section on Relationships not include "community members"? For example, if a study or article reports children being victims of violence at the hands of teachers, police officers, neighbors, strangers etc., is this information to be captured only under forms of violence and settings/places where it occurs?

Yes, but remember the report template is just that, a template. If your research is showing a lot of data in these categories and you believe it cannot be adequately captured in Places (section 5), Relationships (section 6) or Types (section 9), feel free to add another section on Community Members. The purpose of the research is to discover new findings while uncovering what is already known.

6. Does VAC in the home (section 5a) include alternative care?

Alternative care can be included here, or it can be included in VAC in the community (section 5c), depending on the type of care.

7. Should harmful traditional practices (such as early or forced marriage, female genital mutilation) be regarded as VAC in the home (section 5a) VAC in the community (section 5c)? These often take place at the hands of parents but other individuals are complicit, and it is fostered by social norms and beliefs.

We are not explicitly focused on searching for FGM or early/forced marriage—or other ‘thematic categories’ of violence such as child labour, trafficking, etc. If these come up in the research, we include them under the relevant Type of violence (emotional, sexual, physical) in section 9. We encourage countries not to focus too much on these categories, but instead to think more broadly about what drives them; for example, initial experiences of violence in the home.

If you feel very strongly that something unique is emerging within your country around one of these thematic categories, you can also include that in section 12, Issues Unique to [Country]. For example, Paraguay has done so with child domestic workers because there is an abundance of literature on this topic and its features are unique to Paraguay’s situation.

8. Where should risk and resiliency factors for VAC be included? For example: extremely low income as a risk factor for physical violence against children at home at the hands of parents. Or neglect and violence experienced by children at home by their parents as a risk factor for them to become bullies. Should we report this under Places (section 5), Relationships (section 6), both, or somewhere else?

Throughout the report, you will find that findings can fit in multiple places. It is your role to see what other studies exist for each section and to build narratives around that. It may be that two different findings from the same study go in different sections. When in doubt, look through all the data you have and see what ‘flows together’ best to determine which section is most appropriate.

There are no right or wrong answers as to where something should be placed within the national technical report!

9. Should consequences for child survivors of the different forms of VAC be included? If so, where?

Consequences/outcomes of VAC are not included unless your country is doing a Burden of Violence study, which has a specific focus on prevalence and consequences.

10. In section 9, Types, where would you report information on neglect and negligent treatment?

Neglect is not a standard focus, and it is up to a country's steering committee to determine if they wish to include neglect (or any other form of violence not typically included). If so, they would add a section to the report on this. Thus far, steering committees in two countries involved in the multi-country study (Peru and Italy) have elected to do so.

11. When analyzing VAC in the home perpetrated by parents, there is often little distinction between mothers and fathers. I find this strange, as the roles that the mother and the father play, particularly in the very early stage of childhood and of a child's development, are complementary but distinct. I assume that the emotional and psychological consequences of violence at the hands of the mother or of the father would be to some extent different for the child. Would I highlight that in the report – and if yes, would I do that under Relationships (section 6) or Age/Gender Nexus (section 8)?

Yes, we are finding this as well! Highlight it under Relationships (section 6) if it is available.

12. Can we move the table of contents around?

Yes, if presenting the data gathered would benefit from a redesign of the template. Please talk this over with University of Edinburgh before embarking on the changes to the table but moving sections around and adding new ones would be encouraged to ensure the most is taken from the data.

13. What happens once the technical report has been finalised?

Once all components of the technical report have been brought together, the report will enter a peer review process. First there will be a great deal of review—your academic team may be asked questions about findings or may be asked to clarify something. Once the questions have been resolved, your national report will near completion. At least two specialists in their field in your country and within UNICEF will be asked to read this draft of the report and make comments. The review process is important as it allows a number of different readers, each with different perspectives, to make honest comments and recommendations for its improvement. This technical report will also serve as the basis for the policy narrative report.

If the country office feels a shorter policy narrative report is required, then a new contract will be required. The writer of the policy narrative report will come back to the national team with key questions to answer that go deeper into some of the findings you present in your report.