

Child-centred indicators for violence prevention

Summary report on
a Living Lab in the
City of Valenzuela,
Philippines

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A report on a Living Lab in the City of Valenzuela, Philippines

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Young and Resilient Research Centre

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Key partners

Global Partnership to End Violence Against Children
City of Valenzuela, Philippines
UNICEF Philippines
Child Protection Network, Philippines
Council for the Welfare of Children, Philippines



Main messages

01 To know whether efforts to end violence against children are successful, governments, NGOs and the private sector need to find appropriate ways of asking children themselves. Using child-centred indicators to guide their design, monitoring and evaluation is one way to make sure violence prevention and reduction initiatives positively impact children's lived experience and support nations to achieve the UN Sustainable Development Goals related to violence.

02 Given the opportunity, children think in complex ways about the problem of violence and how to tackle it. They understand that violence can entail physical and/or emotional harm, they distinguish between violent actions and unsafe conditions that can lead to harm and they talk in sophisticated ways about the complex interplay between violence and safety. They find it easiest to talk about violence when asked to reflect on who commits it, who is impacted by it, and why.

03 Children tend to understand violence through their immediate relationships and environments, focusing on interpersonal and community-level factors rather than structural or institutional drivers. As such, working closely with children to design and implement violence prevention strategies and embedding children's insights at the heart of efforts to monitor them will support effective localisation of the WHO INSPIRE strategies.

04 While children more readily identify the interpersonal and community factors that produce violence, they see the solutions as primarily institutionally driven – by laws, policies, agencies, programs or interventions supported by professionals. They also say parents, teachers and other significant adults in their lives play a critical role in helping them feel safe. As such, violence reduction and prevention efforts must take a holistic approach to working with the adults that support children if children's everyday lives are to be transformed.

05 Children in the City of Valenzuela identified very few locations in which they felt completely safe from violence. This was most acute for children in institutional care, living on the streets or living with disability; they experienced the greatest degree of direct experiences of violence, including exposure to child abuse, drug dealing/use and gang violence. For all children, awareness of violence in their immediate surroundings significantly undermined their sense of safety, regardless of their level of immediate risk.

06 Ecological factors significantly influence children's perceptions of violence and safety. Many experience natural disasters as forms of violence that threaten their homes, interrupt their daily lives, place strain on their families and communities and leave them vulnerable. For the most vulnerable children, the negative impacts of natural disasters are an ongoing baseline source of distress and anxiety, as they worry about when such disasters might recur.

07 When it comes to ending violence against children, the themes that matter to children generally align with those foregrounded by the INSPIRE results framework. However, children say that different indicators and measures are needed to capture the impact of efforts to end violence on their lived experiences. The child-centred indicators developed in this pilot can generate qualitative and quantitative data to complement that generated by the INSPIRE core indicators, bringing a child-centred lens to monitoring and reporting efforts.

08 The intergenerational, open-innovation approach used in this pilot enabled children to develop and articulate their views about – and realise they have a critical role to play in – ending violence against children. Adult participants reported realising the enormous value of engaging children in future initiatives and decision-making processes to end violence. Both children and adults committed to concrete, achievable actions to end violence against children, aligned to their relative personal and institutional goals, capacities and resources.

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Introduction

“It is estimated that globally up to one billion children are subject to violence each year. Violence against children has strong, long-lasting effects on brain function, mental health, health risk behaviours, noncommunicable diseases, infectious diseases such as HIV and sexually transmitted diseases, and social functioning. The direct and indirect economic costs of these effects are substantial, and violence against children undermines the potential of both individuals and societies.”
(UNICEF, 2018a, 8)

In 2015, world leaders made a commitment to end all forms of violence against children by 2030, as part of the UN Sustainable Development Goals (SDGs).¹ The SDGs present a historic opportunity to unite the world behind a global, national and local movement to protect children from violence and encourage them to thrive.

As violence prevention and response efforts intensify around the world, it is critical that action is grounded in the best available evidence and that interventions achieve measurable reductions in violence.

But how will we know that violence reduction and prevention efforts have translated into meaningful change in children’s everyday experiences? And how can we ensure that strategies to end violence respect children’s protection and participation rights, as enshrined in the Convention on the Rights of the Child?

To realise a safer, better future for children around the globe, it is vital that practical strategies to end violence against them foreground their needs, wants and entitlements. The groundswell of international support for the SDGs represents a unique opportunity to engage children in identifying the challenges, developing effective strategies for dealing with the violence they experience, and monitoring and measuring their impacts. If children report a reduction of violence in their personal lives, communities and countries, we will know that efforts to address violence, abuse and neglect are succeeding.

In 2019, in collaboration with the Global Partnership to End Violence Against Children (End Violence), the City of Valenzuela in Greater Manila, UNICEF Philippines, the University of the Philippines and the Child Protection Network in the Philippines, the Young and Resilient Research Centre at Western Sydney University piloted a Living Lab – a tested, multi-stakeholder, co-research and co-design process – to develop child-centred indicators for violence prevention in the City of Valenzuela. Using child-centred, participatory research and engagement methods, this process brought child and adult stakeholders together in a series of 14 participatory workshops to creatively explore children’s experiences and perceptions of violence,

map their aspirations for change, ideate strategies for addressing violence in their communities, and develop child-centred indicators against which violence reduction can be measured.

Drawing on recent learnings from Know Violence² and the UNICEF Office of Research – Innocenti’s Integrated Child-Centred Framework for Violence Prevention,³ this pilot project took a holistic, socio-ecological approach to conceptualising violence. It was also intended to inform the localisation of the seven World Health Organisation INSPIRE strategies in the Philippines, and the Philippine Plan of Action to End Violence against Children (PPAEVAC).

This report describes the Living Lab process used in the City of Valenzuela, summarises the key findings of the workshops with children, presents the critical issues and a preliminary list of indicators co-developed with child and adult stakeholders and reflects on the strengths and limitations of the Living Lab process in promoting better, more inclusive violence prevention and response.

The resulting primarily qualitative indicators are designed to complement existing high-level quantitative indicators for violence reduction and prevention. They will be refined further with child and adult stakeholders in the Philippines and other End Violence Pathfinding Countries over time. However, children or adults who work with children can already use these indicators to guide violence prevention planning; enhance the development and delivery of INSPIRE strategies; and iteratively measure, monitor and report on progress made on National Action Plans and local strategies, as they strive to meet the SDGs related to violence.

Our hope is that this report will encourage researchers, global policy-makers, governments, NGOs, educators, service providers, children, young people and the communities in which young people live and grow to make space for children to contribute to debate and action planning that targets this complex issue.

¹ <https://sustainabledevelopment.un.org/?menu=1300>

² <http://www.knowviolenceinchildhood.org>

³ <https://www.unicef-irc.org/research/pdf/449-child-centered-brief.pdf>

1. Aims

Working with children and adult stakeholders in the City of Valenzuela, Philippines, this pilot project aimed to:

- map child and adult stakeholders' experiences and perceptions of violence and safety in their communities;
- identify what children and adults saw as the critical issues in relation to violence and its prevention;
- identify who children and adults saw as responsible for ending violence against children
- map existing expertise and resources available for reducing violence against children;
- create action plans for ending violence against children, with potential to scale up to other locations and national settings;
- generate a list of preliminary child-centred indicators for further refinement;
- assess the extent to which a Living Lab process involving children and adult stakeholders can support the localisation of the INSPIRE strategies and National Plans of Action to reduce violence against children.



Image: Children working together to map violence and safety in their communities.
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2. Background

2.1 Responding to violence against children

Violence affects the lives of around a billion children internationally – almost three quarters of whom reside in Asia – vastly affecting their basic health outcomes as well as other rights and opportunities. Violence against children can be physical, sexual and/or emotional. The drivers of violence are structural and institutional, while risk and protective factors tend to work at community, interpersonal and individual levels (Maternowska & Fry, 2018). As such, violence is best addressed via holistic approaches, which recognise that it is a socio-ecological phenomenon (Maternowska, Potts, & Fry, 2016; Kumar et al., 2017).

Addressing the complexity of violence in its myriad forms requires the collaboration of diverse stakeholders including governments, duty-bearers, communities and children themselves. The project aimed to deliver on children's rights by ensuring they could participate in the decision-making processes that affect their lives (Article 12, UNCRC, 1989).⁴

Reductions in violence against children at scale must be supported by coordinated action, common frameworks, knowledge sharing and robust measurement. Two key initiatives shaping international violence prevention and response include End Violence and the INSPIRE framework.



a. Global Partnership To End Violence Against Children

End Violence was created in 2017 to support SDG 16.2 and related goals – in every country, community and family. End Violence aims to build and sustain the political will to end violence against children, promote the implementation of evidence-based strategies and equip practitioners through enhanced applied learning and the sharing of solutions.

End Violence currently supports 23 Pathfinder Countries to implement high-quality violence prevention programs, including convening and brokering action among diverse stakeholders, bolstering civil society engagement and identifying opportunities to build on existing strengths and resources.

In 2019 the Secretariat adopted a city-based approach to piloting coordinated interventions. Working with cities provides a contained location to test new implementation modalities implementation that can then be rapidly scaled for larger numbers of children.

The child-centred indicators for violence prevention developed in this project are designed for rollout with national and city-wide strategies developed by End Violence'.

⁴ <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>



Image: INSPIRE Technical Package, Handbook and Indicator Guidance and Results Framework.

b. INSPIRE

In 2016 ten global agencies joined to develop INSPIRE, seven strategies for ending violence against children that comprise a “comprehensive, system-wide approach to preventing and responding to violence against children” (UNICEF, 2018a, 22). The collaboration developed a handbook, an accompanying technical package and an indicator guidance and results framework to guide implementation, monitoring and evaluation by states.

The indicators developed in this project are designed to complement the *INSPIRE indicator guidance and results framework* (UNICEF, 2018b), with a particular emphasis on:

1. Enhancing child participation

The project aimed to foster broader and more meaningful engagement of children in the design, implementation, monitoring and reporting efforts related to the INSPIRE strategies.

2. Supporting localisation of the INSPIRE strategies

Effective implementation of INSPIRE requires that the strategies are adapted to the settings in which they are implemented (UNICEF, 2016, 9). Localisation is notoriously difficult to achieve. The project explored the extent to which the process of developing and implementing child-centred indicators can support effective localisation.

3. Generating qualitative indicators

The core INSPIRE indicators are primarily quantitative and pitched at intermediate outcomes, measuring results such as changes in laws and policies, social norms and professionals’ awareness and skills. The project explored how qualitative measures might complement the core INSPIRE indicators and generate rich and nuanced ‘real-time’ data to iteratively guide the design, implementation and evaluation of strategies in the shorter term.

4. Developing child-centred definitions of violence and safety

The project worked with children to generate child-centred definitions of violence and safety. Targeting and measuring the forms of violence that most impact children, as part of nations’ broader implementation of the INSPIRE strategies, is likely to produce the most profound transformations in children’s lived experiences of violence.

2.2 Violence against children in the Philippines

The Philippines, a South-East Asian nation comprising over 7000 islands, is classified as a lower-middle income country. However, it is the tenth-fastest growing economy internationally and is undergoing a period of rapid urbanisation.⁵

Under these conditions, limited planning and investment in infrastructure and basic services threaten to exacerbate existing social and economic inequalities.

The Philippines is home to a large number of children and young people, with those aged 0–14 years old and 15–24 years old making up 33.4% (17.05 million) and 19.1% of the population (9.78 million) respectively.⁶ The median age in the Philippines is 23.5 years.⁷

Violence is a systemic issue for young Filipinos. The national Violence Against Children Study (VACS), found that three in five children in the Philippines experienced physical and/or psychological violence, and one in four children experienced sexual violence (Council for the Welfare of Children & UNICEF Philippines, 2017). Violence often begins at home and increases the risk that children will perpetrate aggressive behaviour in other settings and relationships. Violent discipline is the most frequent form of violence against both boys and girls in the home. Social norms, parental histories of physical abuse, financial stress and substance misuse are primary contributing factors. Emotional violence from parents increases children’s negative behaviour, which in turn can increase risk of violent discipline (University of the Philippines Manila, University of Edinburgh, Child Protection Network Foundation, & UNICEF Philippines, 2016).

Children experience sexual violence in a variety of settings. It is often perpetrated by family members, partners, peers and strangers and is more likely to occur in homes where there is a lack of supervision or absent parents or in single-headed households. At school, children most frequently experience sexual harassment by peers; girls and LGBT youth are particularly vulnerable.

Children experiencing child labour, legal conflict and homelessness are especially vulnerable to violence, sexual exploitation and trafficking. Migration, family expectations and poverty are other key drivers (CPNF & UNICEF Philippines, 2017).

The following factors contribute to violence against children in the Philippines: reluctance to speak

about violence against children, taboos against discussing sexuality, a lack of support services, shaming of survivors, weak law enforcement and limited access to information on protection and prevention mechanisms. It is therefore necessary to strengthen child protection systems and inter-agency coordination, improve legislation and policy and promote effective parenting support interventions.

The Philippines has a long history of evidence-based violence reduction and prevention, culminating in the development of the Philippines Plan of Action to End Violence Against Children (CPNF & UNICEF Philippines, 2017). The Philippines was identified as an End Violence Pathfinding Country in 2016.

In 2019, it was recognised that for maximum impact the PPAEVAC needs to be *localised* to meet the diverse needs of regions, cities, villages and islands. This process is currently underway and is one important context for the development of child-centred indicators for violence prevention.

PPAEVAC: SIX KEY RESULT AREAS FOR THE REDUCTION AND PREVENTION OF VIOLENCE AGAINST CHILDREN

1. Parents and caregivers are aware of practising evidence-based parenting skills and positive discipline to build a safe, nurturing and protective environment.
2. Children and adolescents demonstrate personal skills in managing risks, protecting themselves from violence, reporting their experience of violence and seeking professional help when needed.
3. All children in need of special protection have access to appropriate and quality protective, social, mental, health, legal, economic and judicial services, ensuring that violence and trauma do not recur.
4. A well-developed and effectively managed monitoring and evaluation system for PPAEVAC is in place.
5. All VAC-related laws are in place and are effectively enforced.
6. Multiple stakeholders, child protection structures and systems at the national, provincial, municipal, city and barangay levels are operational and effectively functioning.

Figure 1. Philippines Plan of Action to End Violence Against Children: Six Key Results Areas

⁵ <https://www.worldbank.org/en/country/philippines/overview>

⁶ https://www.indexmundi.com/philippines/demographics_profile.html

⁷ <http://worldpopulationreview.com/countries/median-age/>



Image: Child workshop participants, CSWDO staff and the research team in the City of Valenzuela. © Rodrigo de Guzman

2.3 City of Valenzuela: The First Pathfinding City

The City of Valenzuela, in the greater Manila metropolitan area, was selected as the first Pathfinding City in 2019, when End Violence implemented a city-based strategy to ensure interventions to end violence against children are trialled and tested *in situ* and then scaled to other cities and regions in the country.

The City is highly urbanised, with a population of 620,000 (Philippines Statistics Authority, 2015).¹ It comprises 33 local government districts (barangays) led by dedicated Barangay Captains, supported by a seven-member council (the Kagawad) and a youth council (the Sangguniang Kabataan), which engages the City's youth.

The City Social Welfare and Development Office (CSWDO), which handles cases of child abuse and neglect, plays a leadership role in violence prevention and response. It has approximately 400 employees, including 30 case workers, and operates three facilities for children:

- Child Protection Unit:** Centrally located and offering forensic, legal, medical and social programs for women and children in situations of abuse;
- Bahay Kalinga (House of Care):** Temporary accommodation for abused children, foundlings and the abandoned elderly; and
- Bahay Pag-asa (House of Hope):** Short-term residential centre for male children in conflict with the law.

The CSWDO was a key partner in the project to develop child-centred indicators for violence prevention, coordinating recruitment and supporting implementation of the Living Lab.

3. Concepts

3.1 Violence⁸

The World Health Organization defines violence as “the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation” (Krug, Dahlberg, & Mercy, 2002). Violence “includes more than acts leading to physical harm” (UNICEF, 2016, 14) and children’s exposure to different forms of violence varies according to their developmental stage.

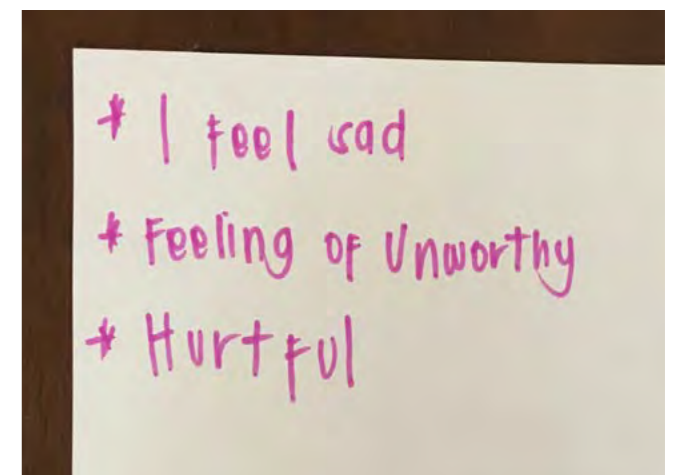
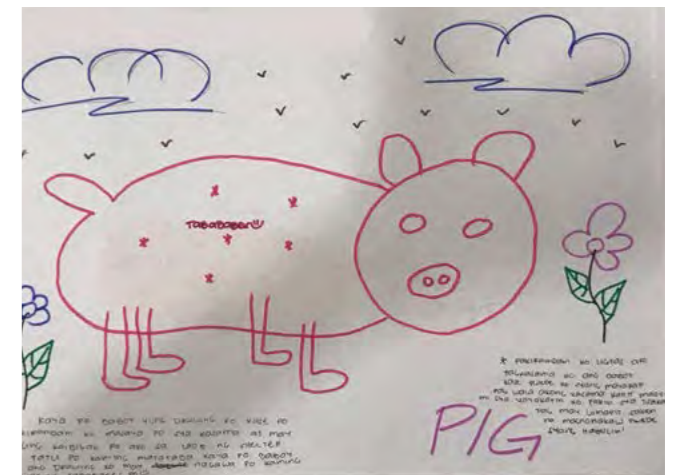
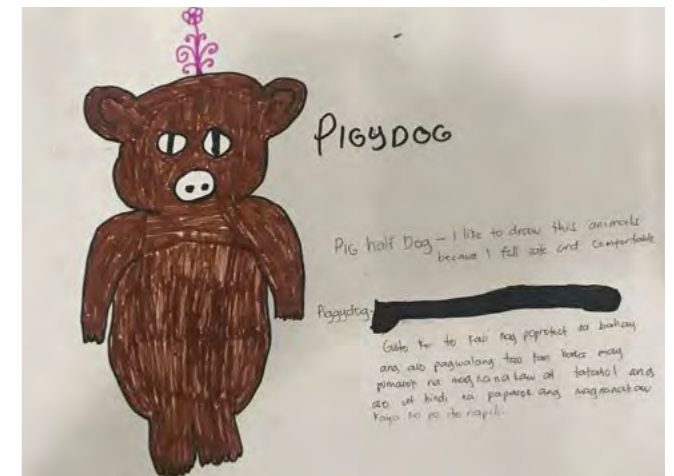
3.2 Safety

Definitions of safety for children “must incorporate children’s freedom from fear, and from physical and psychological harm within their homes and communities” (Jamieson, Berry, & Lake, 2017, 61). Safety is more than the absence of violence and/or the fear of violence. This project defines it as feeling physically and/or psychologically protected from harm *and* empowered to live life to the fullest.

3.3 Child-Centred

We use the term child-centred, as opposed to child-led, because we recognise that, while children bring significant expertise and capability to the task of reducing violence perpetrated against minors, they are – to varying degrees – reliant upon adults to help deliver on this ambition. The project sought to listen carefully to children’s experiences, insights and aspirations, while at the same time taking account of the perspectives of adult stakeholders.

Motivated by child rights principles, the project configured children as agents of change who generate, interpret and activate evidence in planning and decision-making fora and co-implement and monitor strategies to end violence against children in their communities and beyond.⁹



Images: In workshops, children drew a creature to represent their ideas and feelings about safety. They also wrote down three feelings they associate with violence.

⁸ A key aim of the pilot project was to generate child-centred definitions of violence and safety. We report below on how children in the pilot study defined violence and safety.
⁹ For a summary of our approach to child participation, see Third et al., 2017: 20–25.

3.4 Socio-ecological model of violence prevention

The socio-ecological model (SEM) is a holistic and integrated framework for identifying and describing how individual, interpersonal, community, institutional and structural factors influence events, thoughts, emotions and behaviours in relation to a phenomenon – such as violence – in specific contexts. The SEM has recently been taken up in the context of efforts to reduce or prevent violence against children (see for example Maternowska et al., 2016; Kumar et al. 2017; UNICEF, 2016) Figure 2 summarises factors shown to contribute to violence against children grouped according to each SEM domain.



Image: Children brainstorming during the Living Lab workshops.

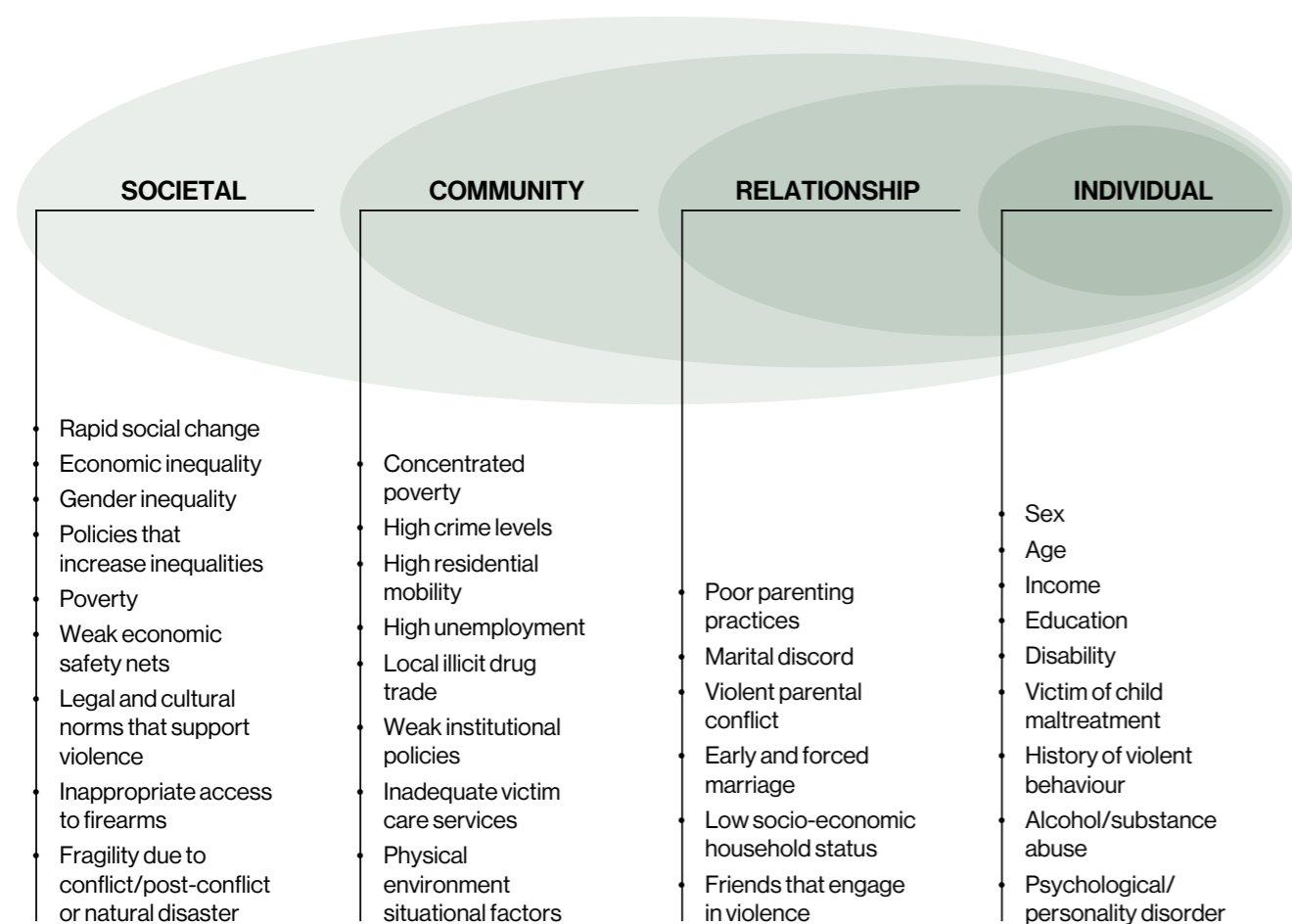


Figure 2: Social ecological model for understanding and preventing violence against children (Source: INSPIRE Technical Package, 2018, 17)

3.5 Indicators

Indicators are observable signs against which change in relation to specific issues or objectives can be assessed. Indicators can be subjective (e.g., feelings of safety) or objective (e.g., official mortality and morbidity rates). They are useful for describing what something is like right now, in a particular place, or assessing whether or not something has changed across time and space (Liebowitz & Zwingel, 2014, 363).

Importantly, indicators “are not ends in themselves but a political tool to be used to challenge the status quo” (Canadian International Development Agency, 1997, 6). They are frequently aspirational in that they aim to capture ‘how we would like things to be’. When they are broadly adopted by actors and organisations in a position to create change, indicators help to channel attention and resources into achieving specific transformations. They help produce new realities (McKinnon, Carnegie, & Gibson, 2016, 1387; Law & Urry, 2004, 390).

“An indicator is a pointer. It can be a measurement, a number, a fact, an opinion or a perception that points at a specific condition or situation, and measures changes in that condition or situation over time. In other words, indicators provide a close look at the results of initiatives and actions”
Canadian International Development Agency, 1997, 5

Thus, indicators are not neutral. They reflect the values, beliefs and experiences of those who define the critical issues and the desired change (Merry, 2011: S83). While indicators give the appearance of being ‘objective’ or ‘scientific’, they have been critiqued for producing knowledge about particular issues that is grounded in dominant power relations. Hence, indicators help make some realities more possible than others (McKinnon et al., 2016, 1387; Law & Urry, 2004, 396).

The deployment of high-level indicators often downplays or elides children’s needs, aspirations, experiences and expertise. Developing indicators that can accurately reflect the impact of policies and interventions to reduce violence against children *on children themselves* necessitates that children contribute to their design and implementation as well as ongoing monitoring and reporting processes.

Given violence is a fluid and shifting phenomenon that manifests differently in every society, indicators and measures of violence prevention and reduction must be adapted to national and local settings so that governments can support and be accountable to children and their communities. Indicators also should enable comparisons within and between different countries.

3.6 Other key terms used in this report

In this report, we use the following key terms, which are related to indicators.

A **critical issue** is a commonly experienced issue or problem. Measurement against indicators can tell you about the state of a critical issue at a particular moment or about changes over time.

An **outcome** describes how the world would look after a critical issue is resolved. Outcomes are useful for shaping action plans and assessing progress. In this project, outcomes are expressed in the terms children use to describe the transformations they wish to see.

A **measure** is a specific procedure or tool used to capture information related to a specific indicator. Measures can be quantitative or qualitative. For the effective implementation of child-centred indicators, either children or adults working closely with children should be capable of applying relevant measures.



Image: Ms Dorothy Evangelista (Director, CSWDO), CSWDO workshop co-facilitators and the children who participated in the general population workshop in the City of Valenzuela.

4. Methods

4.1 Overview of Living Lab process

The project used an open innovation co-research and engagement process known as a Living Lab to identify and explore the critical issues with children and adult stakeholders and to co-develop the child-centred indicators for violence prevention.¹⁰

A **Living Lab** brings together a broad range of stakeholders in ongoing cycles of research, design, development, testing, evaluation and delivery to implement effective responses to complex social and cultural phenomena.

Living Labs generate **real-time, place-based, participatory research**, using co-design methods to generate community-driven approaches to addressing complex social and cultural challenges.

Living Labs are committed to empowering children, young people and their communities to generate, interpret and **channel context-specific and internationally comparable data into evidence-based action and/or intervention**.

The indicator development process engaged key stakeholder groups in a series of creative, participatory workshops. Workshops were three to five hours long and co-facilitated by partner organisation representatives. They aimed to:

- explore key challenges and opportunities and identify critical issues;
- map critical issues to our profile tool, which is based on the socio-ecological model (structural, institutional, community and interpersonal factors);
- map available expertise and resources for addressing challenges and leveraging opportunities;
- create action plans that can be taken forward in the community, with the support of a wide range of stakeholders;
- generate a preliminary list of indicators for further trialling and testing with stakeholders;

- finalise a list of indicators.

The project engaged two primary stakeholder groups:¹¹

- children aged 10–18 living in the City of Valenzuela;
- adult stakeholders representing a range of service providers, practitioners, NGOs, community groups and local government agencies that work with children.

The project team first worked separately with children, to enable their insights to shape the project from the outset, then with adults and, finally, with an intergenerational group. Table 1 summarises the methods used in each phase of the project. Figures 3 summarise the onsite engagements undertaken by the Manila project team.

The workshops aimed to meaningfully engage children and other key stakeholders in deep exploration of the issues impacting them, thereby generating and capturing data about the perceptions and lived experiences of different participant cohorts. Participants completed a series of interactive, creative and fun activities that engaged them in describing contexts, perceptions and experiences that cannot be gleaned from other sources. The workshops combined individual, small-group activities and large group discussions to generate rich and diverse data including textual responses, storytelling, photos, drawings, collage and maps.

Data from both individual and collaborative activities were captured on worksheets designed by the Western Sydney University research team or on large sheets of blank paper. The research team and local co-facilitators also made notes about their observations from the workshops. These data were entered into spreadsheets and analysed by the project team using thematic and discourse analysis. The critical issues and preliminary indicators were shared with participant cohorts for their feedback and refinement.

¹⁰ The Young and Resilient Research Centre has refined the Living Lab process for working with diverse and/or vulnerable children and young people and has deployed it to address a variety of complex social issues in a range of international face-to-face settings.

¹¹ For more information on the participants engaged in the pilot project, see section 5 below.

4.2 Data collection snapshot

Following a scoping visit by End Violence representatives and the Western Sydney University research team lead in November 2018, fieldwork for the project was implemented over three phases in the City of Valenzuela. Western Sydney University researchers worked with two local researchers to co-design and implement the workshops and analyse the resulting data.

Phase 0: Scoping Visit

OBJECTIVES

- Learn about the challenges the City faces vis-à-vis violence against children;
- Identify local champions;
- Understand current capabilities;
- Discuss project logistics.

ACTIVITIES

- Scoping visit to the City of Valenzuela;
- Meetings with project partners, the CSWDO, UNICEF Philippines and the Child Protection Network;
- Attendance at Ako Para sa Bata conference hosted by the Child Protection Network in Manila;
- Meeting of End Violence representatives and Mayor Rex Gatchalian to discuss the City's participation in the End Violence Pathfinding City strategy;
- Literature review, situation analysis and process documentation.



Image: Children working with CSWDO facilitators and the research team.
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Phase 1: Critical Issues Mapping

OBJECTIVES

- Understand how diverse children living in the City generally define, experience and respond to safety, violence and violence prevention in relation to their everyday lives, relationships and communities;
- Derive, with children, a preliminary list of critical issues related to violence and safety to inform the development of child-centred indicators for violence prevention.

ACTIVITIES

- **Living Lab data collection workshops** (3–5 hours each) with diverse children, co-facilitated by the research team and CSWDO staff. Separate workshops were held with six boys living in a juvenile justice facility; six girl survivors of sexual abuse and 20 general population children. Participants completed qualitative, creative data generation activities designed to surface and capture their perceptions and experiences of safety, violence and violence prevention, including:
 - a. activities to build trust and rapport between participants and researchers and presentations to introduce project purpose and goals;
 - b. individual writing exercises to surface children's impromptu perceptions of violence and safety;
 - c. group-based mapping activities to identify children's perceptions of violence and safety in their communities and relationships;
 - d. small-group discussion and sorting exercises to canvass the relevance and coherence of existing indicators and SEM domains to children's experiences.
- **Presentation of project** to key City of Valenzuela supporters from government, industry and the NGO sector.
- **Mapping** of the INSPIRE indicators and the Philippines Plan of Action to End Violence Against Children (PPAEVAC) to the SEM to understand the coverage and complementarity of the two strategies.
- **Analysis of data from workshops with children** using textual and discourse analysis to generate a preliminary list of critical issues identified by children.
- **Process documentation.**

Phase 2: Process Reflection

OBJECTIVES

- Reflect on progress and clarify project objectives with the 20 general population child participants and key stakeholders;
- Seek select participating children's and key stakeholders' reflections on analysis of the data set generated so far;
- Communicate information about planned activities;
- Maintain rapport, trust, and engagement between researchers and participants;
- Support iterative, collaborative design of methods and applied outcomes.

ACTIVITIES

- **Small group meetings** (1–2 hours) with partners, stakeholders and child participants to review work completed, update on progress and feed into ongoing plans for the implementation of strategies to end violence against children.
- **Analysis** of reflections on the data generated to date.
- **Feedback and suggestions** on planning and implementation incorporated into the project design.
- **Process documentation.**



Image: Following feedback on Phase One, the research team engaged trained youth facilitators to help run workshops in Phase Three.

Phase 3: Generation of Indicators

OBJECTIVES

- Derive, with key adult stakeholders, a preliminary list of child-centric critical issues related to violence and safety to inform the development of child-centred indicators for violence prevention;
- Map current initiatives, expertise and resources in the City for ending violence against children;
- Generate, via intergenerational collaboration, a preliminary list of child-centred indicators and sample measures for violence prevention;
- Explore, with child and adult stakeholders, concepts of evidence (definitions, purpose, uses, strengths and limitations) and research methods (selection of methods, data gathering tools and presentation of findings);
- Explore the utility of intergenerational co-research and co-design to develop child-centred measures to support community assessment of indicators;
- Enhance diverse children's participation in the project;
- Provide opportunity for children to co-facilitate Living Lab workshops.

ACTIVITIES

- **Training of four child co-facilitators**, recruited through the Council for the Welfare of Children's youth leadership program, to deliver the Living Lab workshops with 20 general population children.
- **Separate three-hour Living Lab workshops with six street children and six children living with a disability**, co-facilitated by the research team and CSWDO staff and replicating activities undertaken with children in Phase 1.
- **Separate Living Lab workshops (3–5 hours) with six boys living in a juvenile justice facility, six girl survivors of sexual abuse and 20 general population children** who participated in Phase 1, co-facilitated by the research team and CSWDO staff and including:
 - a. presentations updating children about project progress;
 - b. activities to consolidate trust and rapport;
 - c. small-group discussion and creative activities revisiting issues and outcomes from Phase 1 workshops to enable children to experiment with concepts of evidence, research methods and project design;
 - d. group-based drawing/action-planning activities where children identified and developed data-gathering methods and practical research plans for investigating the critical issues generated in Phase 1.

- **Living Lab workshops with adult stakeholders** co-facilitated by the research team and CSWDO staff, addressing similar issues to the children's workshops and including:
 - a. presentations to introduce project purpose and goals;
 - b. activities to build trust and rapport between participants and researchers;
 - c. group-based mapping activities to identify critical issues impacting children's perceptions of violence and safety in their communities and relationships;
 - d. small-group activities in which participants considered the definitions, strengths and limitations of traditional and non-traditional forms of research and evidence;
 - e. group-based mapping activities to identify participants' perceptions and experiences of expertise, services and resources relevant to safety and violence prevention in their communities and working environments
 - f. small-group discussion and exercises to canvass the relevance of the SEM domains for children's experiences of violence;
 - g. review and comparison of issues identified by children and adult participants and consideration of how children could help generate solutions to those issues as well as monitoring and evaluating progress towards ending violence against children in the City.

- **Analysis of data** from workshops with adult stakeholders using textual and discourse analysis to generate a preliminary list of child-centred critical issues, as identified by adult stakeholders.
- **Distillation of critical issues** identified by child and adult stakeholders across the project.
- **Intergenerational Living Lab workshop** with 20 general population children from Phase 1 and a subset of adult stakeholders from the Phase 3 workshops with adult stakeholders.
- **Process documentation, analysis and reflection.**
- **Generation of project outputs.**



Image: Children explored the challenges of measurement in a playful task of measuring a 'slinky'.

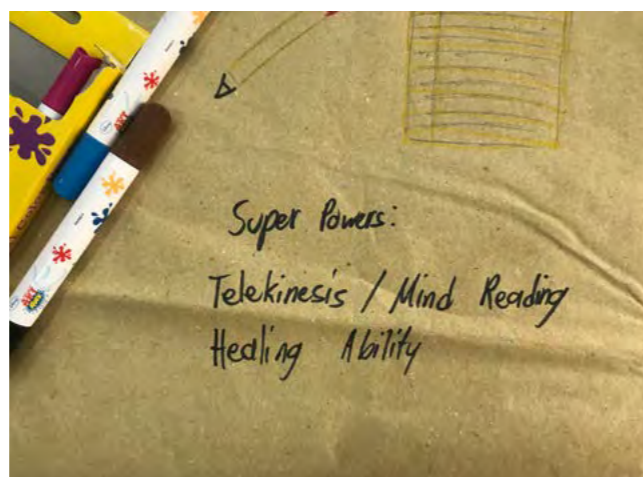


Image: In a superheroes activity, children brainstormed what superpowers are needed to combat violence against children.



Image: Children devised and then explained strategies for gathering evidence about different forms of violence against children.

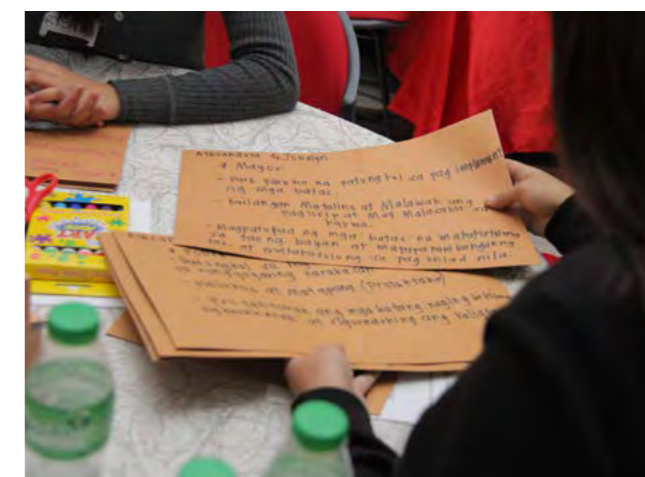
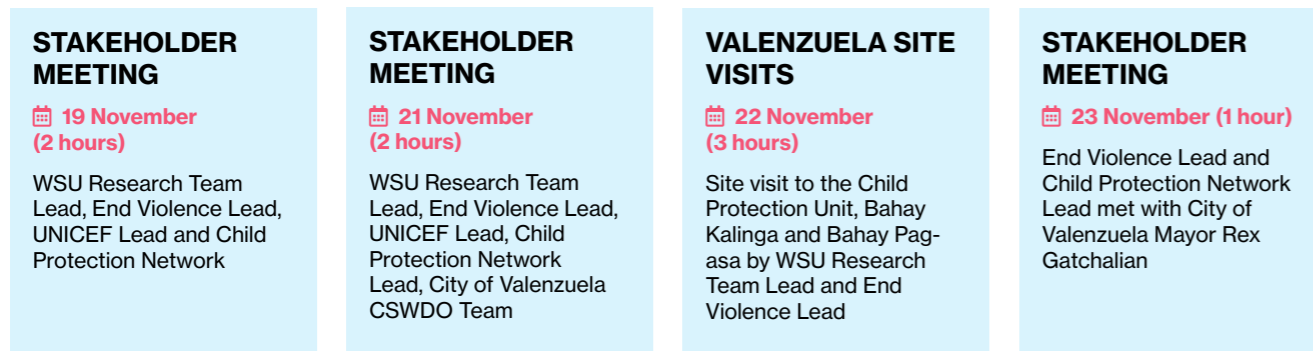


Image: Children critiqued and sorted a preliminary list of child-centred indicators for violence prevention. © Rodrigo de Guzman

Phase Zero (2018)



Phase One (2019)

Phase Two (2019)

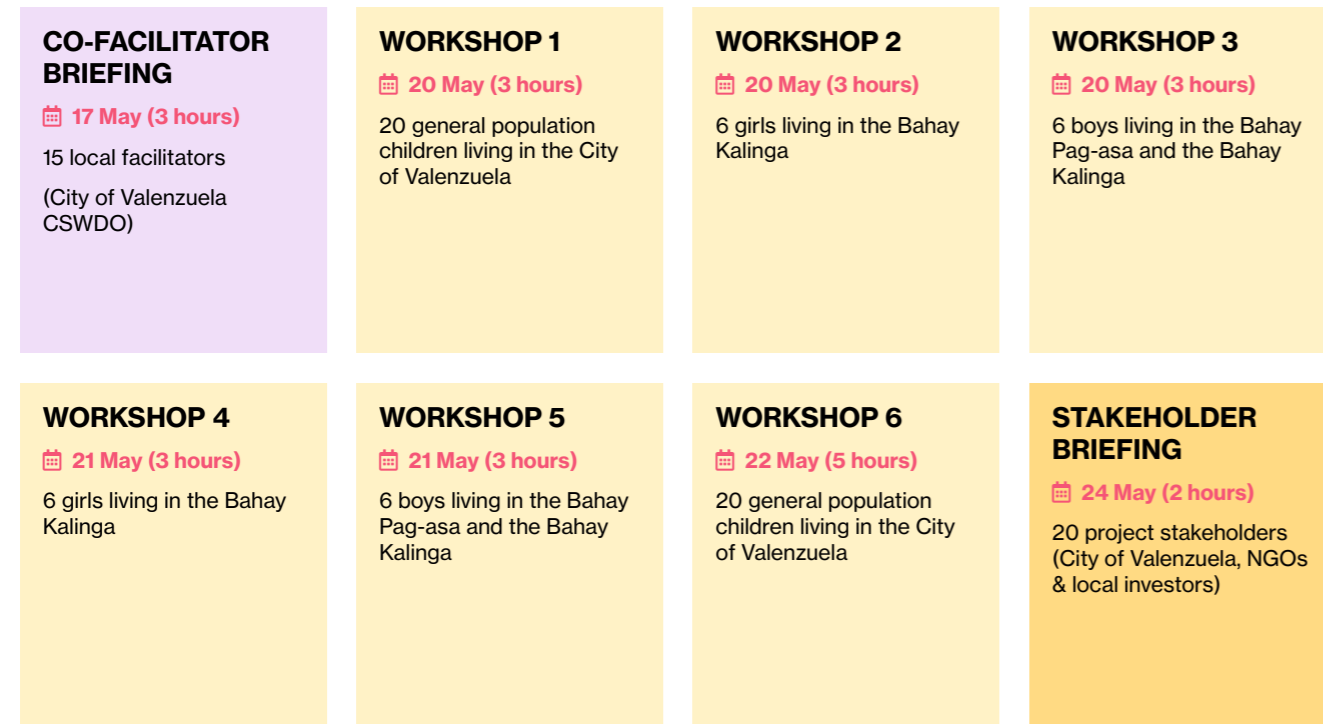
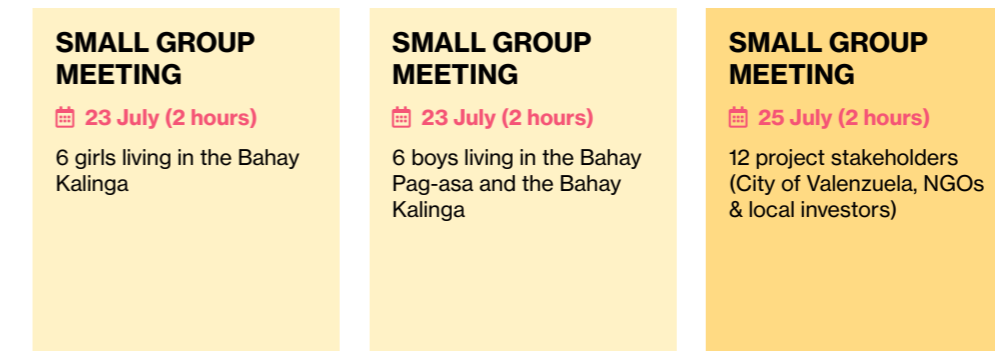


Figure 3: Summary of on-site project engagements in the City of Valenzuela: Phases 0-3



5. Recruitment and sample

The process took a strengths-based approach, recognising that children are resourceful, resilient and bring pre-existing social, cultural, cognitive and technical capacities to the task of dealing with adversity. The project sought to engage children with diverse experiences to ensure the resulting child-centred indicators were robust and embedded the experiences of even the most vulnerable children. Recruitment thus targeted a diverse range of children and adults, including representatives of groups who would not commonly have opportunities to take part in such projects like this one (see Table 1).¹²

Criteria for participant recruitment were developed in consultation between the research team and local project partners, whose comprehensive, expert knowledge of the landscape and participant cohorts led the overall recruitment strategy.

Table 1 summarises the participants from the City of Valenzuela that took part in the project.

Table 1: Summary of participants in each phase of the Living Lab

Participant group	Phase 1	Phase 2	Phase 3	Intergenerational workshop
20 x general population children	X	X	X	X
6 x girl survivors of sexual abuse	X		X	
6 x boys living in a juvenile justice facility	X		X	
6 x children living with disability			X	
6 x street children			X	
CSWDO representatives	X	X	X	X
80 x local service providers, practitioners, NGOs, community groups and local government agency representatives			X	X ¹³

¹² The data generated through this process should not be regarded as statistically representative of children in the Philippines. Rather, the aim was to canvass a wide range of children's views on violence and safety to inform the indicator development. The resulting indicators will need to be further refined with diverse children in the Philippines and beyond.

¹³ Twenty adult stakeholders participated in the intergenerational workshop.

Six CSWDO staff were nominated by management to co-facilitate workshops with children because they had a comprehensive understanding of local contexts as well as established relationships and expertise in working with the vulnerable children who participated in the project.

In response to feedback from Phase 1, a team of three qualified young people from the Council for the Welfare of Children's youth leadership program co-facilitated the Phase 3 children's workshops alongside the research team, in order to increase youth engagement and build capacity on the ground. The research team held a three-hour training session prior to these workshops to familiarise the young co-facilitators with the content and incorporate their feedback on the proposed activities.

6. Ethical considerations

This project received ethics approval from the Western Sydney University Human Research Ethics Committee (Protocol no. H13124).

Ethical procedures for this project adhered to the child safeguarding principles outlined in the National Statement on Ethical Conduct in Human Research (Australia), the Commonwealth Child Safe framework and the National Principles for Child Safe Organisations (Australia).

To ensure a culturally appropriate and respectful approach, a scoping visit to meet key partners and understand the context was first undertaken. All workshop agendas and materials were vetted by the research team's collaborators in the Philippines and adapted accordingly.

The project worked with some children who are competent English speakers, as well as children whose preferred language was Tagalog. To facilitate their participation, the research team trained a team of local co-facilitators from the CSWDO. Because violence is a highly sensitive topic with potential to trigger negative past experiences and disclosures, the children were not questioned directly about their personal experiences of violence. Rather, the workshop used a series of creative activities (e.g., scenario-based activities), mostly organised around pair or small-group work, designed to explore the children's broad perceptions of both violence and safety in their communities.

The project engaged a range of very vulnerable children, including some living in a facility for child survivors of sexual abuse, some living in a juvenile detention facility, some living with disability and some street children. The children were screened by qualified social workers to ensure they were prepared to participate. To ensure these children were well supported, the research team worked with a maximum of six child participants in each workshop. To account for gender dynamics and the needs of survivors of sexual abuse, separate workshops were held for boys and girls. Each workshop was attended by a minimum of two trained social workers who were familiar with the children. Parents were invited to sit in on the workshop with the children living with disability.

All materials were translated and co-analysed by the research team's collaborators in the Philippines to ensure faithful interpretations of the children's contributions to the project.



Image: Children living in institutional care participated in the workshops.
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7. Key findings: Children's perceptions of violence and safety

Child participants in the Living Lab in the City of Valenzuela provided these key insights about their perceptions of violence and safety in their communities.

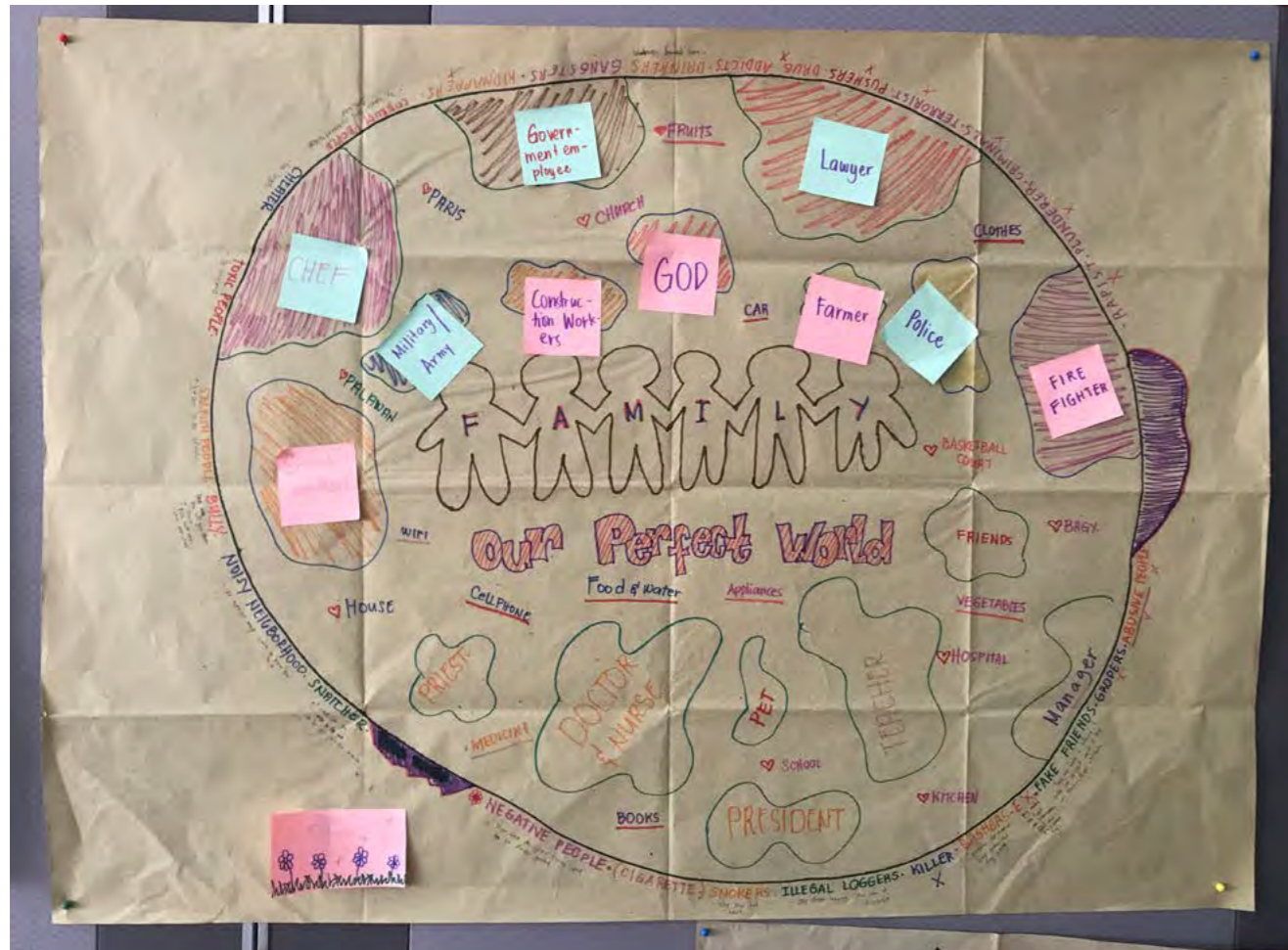


Image: Children in Phase 1 workshops worked in groups to draw their perfect world, identifying the people, places, things and behaviours they would include (inside the circle) and those they would exclude (outside the circle).

7.1 Children identified the diverse forms violence can take

The children expressed relatively sophisticated understandings of both violence and safety. The majority recognised that both safety and violence can manifest institutionally, in communities, within social groups and personally. They distinguished between violent actions and unsafe conditions that lead to harm and identified both individuals and groups as potential perpetrators. Their definitions of violence featured both physical and emotional forms, demonstrating that they understood violence does not necessarily result in physical symptoms.

7.2 Children were concerned about many forms of violence

Issues of most immediate concern to the children included child abuse, theft, murder, kidnapping, bashing, gang violence, domestic violence, violence associated with drugs/alcohol and discrimination. Girls were more concerned than boys about sexual violence, and many children reported experiencing corporal and/or emotional punishment at home or school. They were also concerned about violence enacted by extremist groups and corrupt government officials and about extreme weather events. Some children identified child labour, child trafficking, child slavery, the sale of children, pornography and teen pregnancy as important issues. Many were also concerned about bullying, “fake friends” and “toxic people”.

7.3 Children highlighted a complex relationship between violence and safety

The children explained that their experiences of violence and safety were interrelated in complex ways. For example, an increase in their sense of safety did not necessarily correspond with a decrease in their exposure to violence, or vice versa. However, for all participants, awareness of violence in their immediate environments or communities significantly undermined their sense of safety, regardless of the level of immediate risk.

“Pickpockets in the parking area”

“Gangs, fights, thieves”

“Drug exchanges”

“Bullying, fighting, discrimination”

“Dark web, cyber bullying”

“Overdose, misuse [of drugs], suicide”

“People who discriminate based on gender”



Image: In Phase 1 workshops, children drew maps of their communities, discussing the places they felt safe and unsafe, and why.

7.4 Children primarily related to violence in local and relational terms

Given the opportunity, the children could comprehend the broader social, political, economic, geographic and historical conditions that shape violence. However, their identification of such structural and institutional drivers of violence was less spontaneous. Instead, their views on violence and safety focused on conditions related to the local places and people they interacted with or were aware of in their daily lives. Further, they reported that positive relationships with family, peers and other community members played a crucial role in promoting their sense of safety.

‘[I’m] happy when with parents’
(Street child)

‘Family is safety’ (Street child).

‘My family makes me happy because they raised me and takes care of me’
(Child living with disability).

7.5 Children felt completely safe in very few places

Although the City of Valenzuela is regarded as the second-safest city in South-East Asia (Evidence for Better Lives Consortium, 2019, 81), the child participants in the Living Lab identified very few locations in which they felt completely safe. They said some sites were more unsafe than others, including school, public parks, public markets, sporting facilities, police stations, shopping malls, hotels and public transport. They identified City Hall, barangay halls, the institutional care facilities for children (Bahay Kalinga and Bahay Pag-asa) and evacuation centres as safe places. Female survivors of sexual abuse reported that their homes could be unsafe and that they did not always trust authorities such as the police to protect them. Even so, the children tended to see the majority of places in their communities as both safe and potentially unsafe. However, they believed that *all places should be safe for all children.*

‘Police sometimes think bad things about children’ (girl, Bahay Kalinga)

‘We want to bring attention to police officers who hurt children like us’
(boy, Bahay Pag-asa)

7.6 The intensity of violence was greater for vulnerable young people

Those children in institutional care, living on the streets or living with disability had more direct experiences of violence – including exposure to child abuse, drug dealing and use and gang violence – compared with other children in the project. They also made more frequent reference to self-harm. Even when protected from serious threats to their immediate safety, the children in institutional care lived with heightened fear of threat. The children living with disability said that discrimination was a key factor shaping their experiences of violence.

‘I hate it most when persons with disabilities are being bullied’
(Child living with disability).

7.7 Children viewed institutions as primarily responsible for preventing violence

While the children largely identified violence as occurring at the interpersonal level, they predominantly viewed the responses to violence and the power to prevent it as being institutionally driven – by laws, policies, agencies, programs and professional practices. They identified institutional representatives as the primary agents responsible for protecting and/or responding to violence against children, namely, “lawyers, teachers, police, social workers, law makers, psychologists, politicians [Mayor, barangay chiefs]”.



Image: Children living in institutional care drew their 'perfect world', from which violence had been eliminated. People, places things and behaviours they wanted to exclude from their perfect world were placed around the outside.

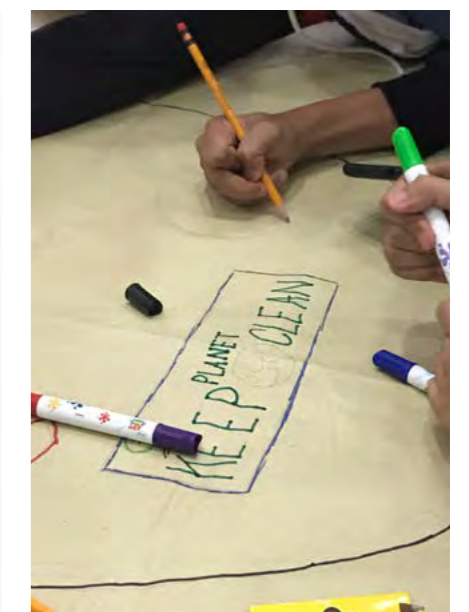


Image: Children identified that environmental factors profoundly shape their experiences of violence and safety.

7.8 Ecological factors impacted children's sense of violence and safety

The children also reported that they experienced natural disasters as forms of violence that threatened or destroyed their homes, interrupted their daily lives, placed strain on their families and communities, and left them vulnerable. For the most vulnerable children, such potential impacts had become an ongoing source of distress and anxiety, as they worried about when such disasters might recur. Further, children said that pollution and environmental exploitation accentuated their generalised sense of living in unsafe conditions. They reported feeling distressed by excessive trash and plastic waste as well as stories that circulated about chemicals being dumped in rivers or pumped into the air. Some also viewed practices such as illegal logging as forms of violence whereby people unfairly seize and profit from collective resources.

7.9 Children were concerned about how technology perpetuates violence

Whilst the children did not emphasise violence online, they did identify how digital media can enable forms of violence against children, from child pornography and trafficking to "social media haters". They recognised a range of online contact, content and conduct risks. A few children identified that carrying a mobile phone or other technology could expose them to mugging. The children were concerned about how technology perpetuates violence, but they did not identify it as central to the question of violence reduction.

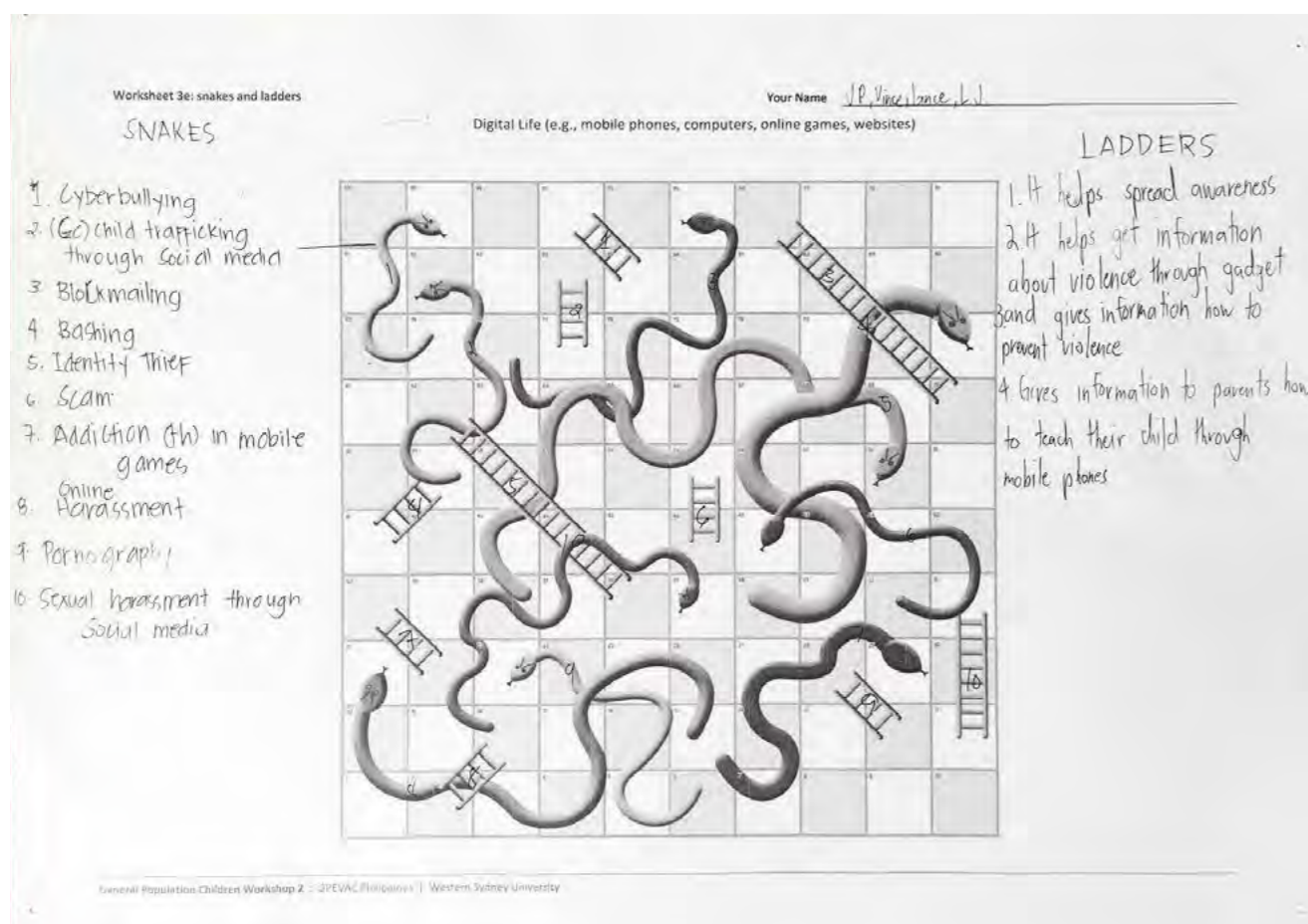


Image: Children used a snakes and ladders game board to map the risks of harm they might encounter online (snakes), as well as the opportunities (ladders).



Image: Children and adults discussing workshop outputs. © Rodrigo de Guzman



Image: Children attending the City of Valenzuela's ceremony to declare a commitment to end violence against children. © Rodrigo de Guzman

8. Developing child-centred indicators for violence prevention

This section explains how the project team worked with the data co-generated by child and adult stakeholders through the Living Lab process to develop lists of critical issues, outcomes and child-centred indicators. It presents these lists with a brief analysis of how the child-centred indicators map to the core INSPIRE indicators at both indicator and category levels.

Table 2: Critical issues identified through the Living Lab workshops

Animal cruelty	Economic conditions	Physical health
Bullying	Employment	Physical/mental abuse
Child abuse	Environmental pollution	Police/courts
Child-friendly spaces	Family relationships	Predators
Community participation	Family violence	Services/programs
Community relationships	Fighting	Structures/buildings
Community safety	Gangs	Teachers/schools
Corruption	Health services	Technology
Crime	Housing	Terrorism
Deceit	Laws/regulations	Theft
Disasters	Mental health	Transportation
Discrimination/fairness	Personal safety	Violent crime
Distressing media content	Personal support	Weapons
Drugs/alcohol	Personal wellbeing	

8.1 Identification of critical issues

Following the Phase 1 workshops with children, the research team analysed the data generated and distilled the children's contributions into a master list of factors impacting their experiences of violence and safety. Grouping these factors into key themes produced a preliminary list of 'critical issues'. For example, factors related to knives and guns were themed 'Weapons'.

In Phase 3, this preliminary list of critical issues was presented to child participants for their critique and validation. The list was also shared with adult stakeholders. In the intergenerational workshop, child and adult stakeholders worked together to refine the list, adding new critical issues where their analysis identified gaps. They also undertook an assessment of how communities were faring on these critical issues. Table 2 contains the final list of critical issues.

8.2 Identification of child-centred outcomes

Drawing on the data generated by children and in the intergenerational workshop, the research team grouped critical issues into broad themes capturing the outcomes that children identified as most important. These outcomes (see Table 3) represent the 'ideal states' that, for children, would reflect an end to violence against them. Ideally, these will be embedded in outcome-mapping processes being deployed by the City of Valenzuela to monitor and track efforts to end violence against children in the City.

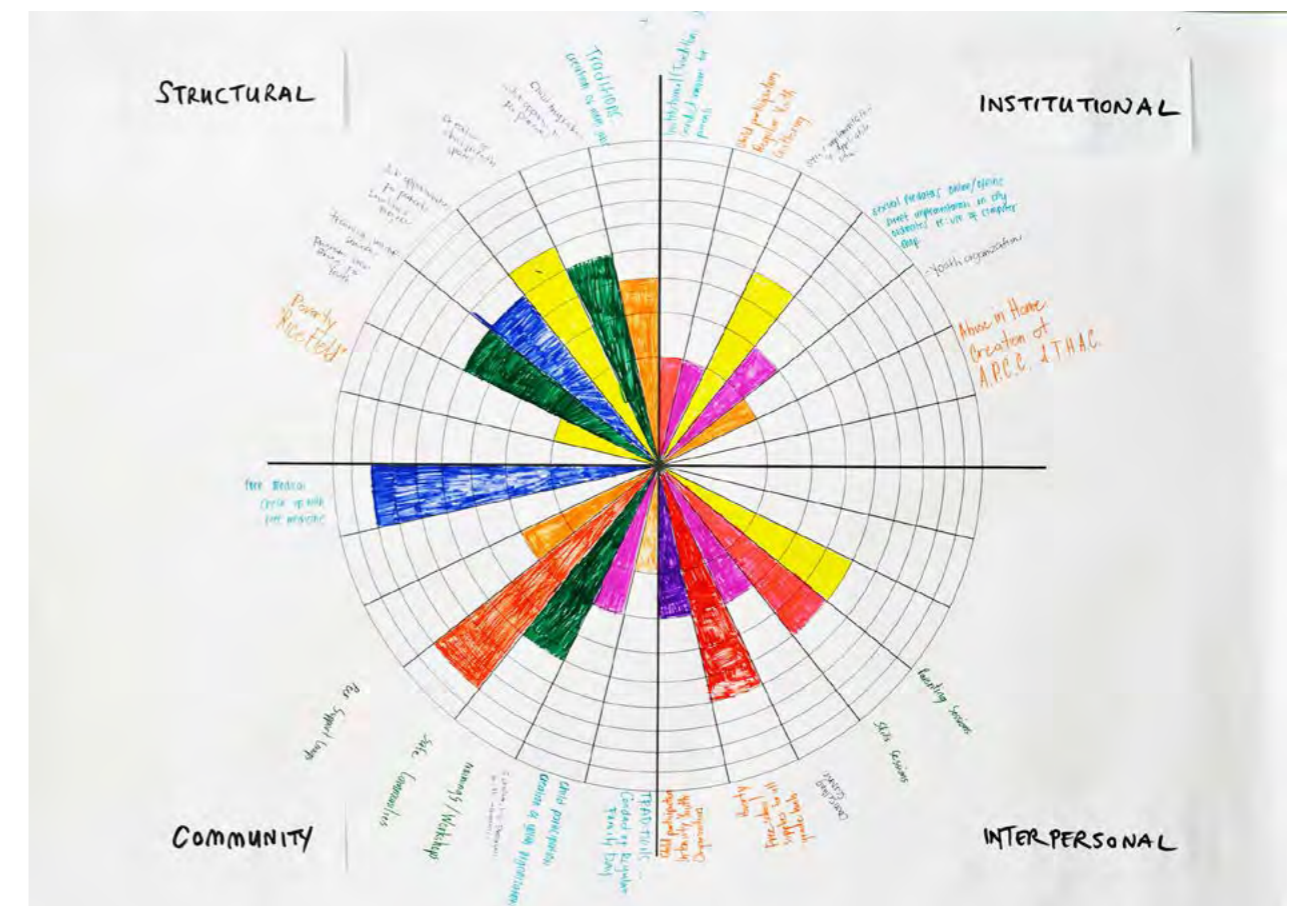


Image: In the intergenerational workshop, participants undertook a collaborative assessment of their community's current performance on critical issues.

8.3 Generation of preliminary child-centred indicators for violence prevention

The critical issues and outcomes provided a framework for generating the preliminary child-centred indicators for violence prevention. Using this framework and the analysis of the Living Lab workshop data, the research team refined a list of indicators, with the aim to remain faithful to child participants' contributions to the process. Indicators suggested by children were supplemented by indicators generated by the intergenerational workshops.

Table 3 includes the preliminary list of child-centred indicators for violence prevention. All indicators align to one or more critical issues. Figure 4 shows how the preliminary indicators align with the social ecological model of violence prevention.

The preliminary list of child-centred indicators requires tailoring to local contexts in different city or national settings. They are designed to underpin an ambitious agenda for ending violence against children and thus are deliberately aspirational. However, indicators are only as useful as the methods used to assess and monitor them. Child-centred indicators must be assessed using child-centred methods, which can be implemented by children themselves or the adults who support and care for them.

Table 3: Child-centred outcomes and preliminary child-centred indicators for violence prevention

OUTCOME	INDICATOR
WHAT MATTERS TO CHILDREN	WHAT CHILDREN WISH TO SEE HAPPEN
Children find safety with their families SAFE FAMILIES	Children say their families are generally happy, share meals regularly and communicate in positive ways. Children say they are treated well by their siblings. Children say they know adults they trust to talk to about things when they are worried. Children say their father treats their mother and other female relatives well. Children say their families have enough money to provide food and other necessities. Children say programs that teach parents positive ways to talk to and manage their children are having a positive effect on their family. Girls report they are encouraged to get an education.
Children feel happy and mentally well MENTAL WELLNESS	Children report they have meaningful and supportive friendships. Children say they believe in their ability to achieve what they want to do. Children say they have people to turn to in times of distress. Children are positive about their futures. Children feel good about themselves. Children report they practise effective ways to manage stress. Children with mental health issues report they are respected by others. Children who have experienced trauma or other mental health issues report that they are receiving/have received mental health care that supports their recovery. Children say bullying is uncommon in their schools and broader community. Children say they can live their lives according to their spiritual beliefs. Children report they are aware of helplines and other services that can support them in times of need.

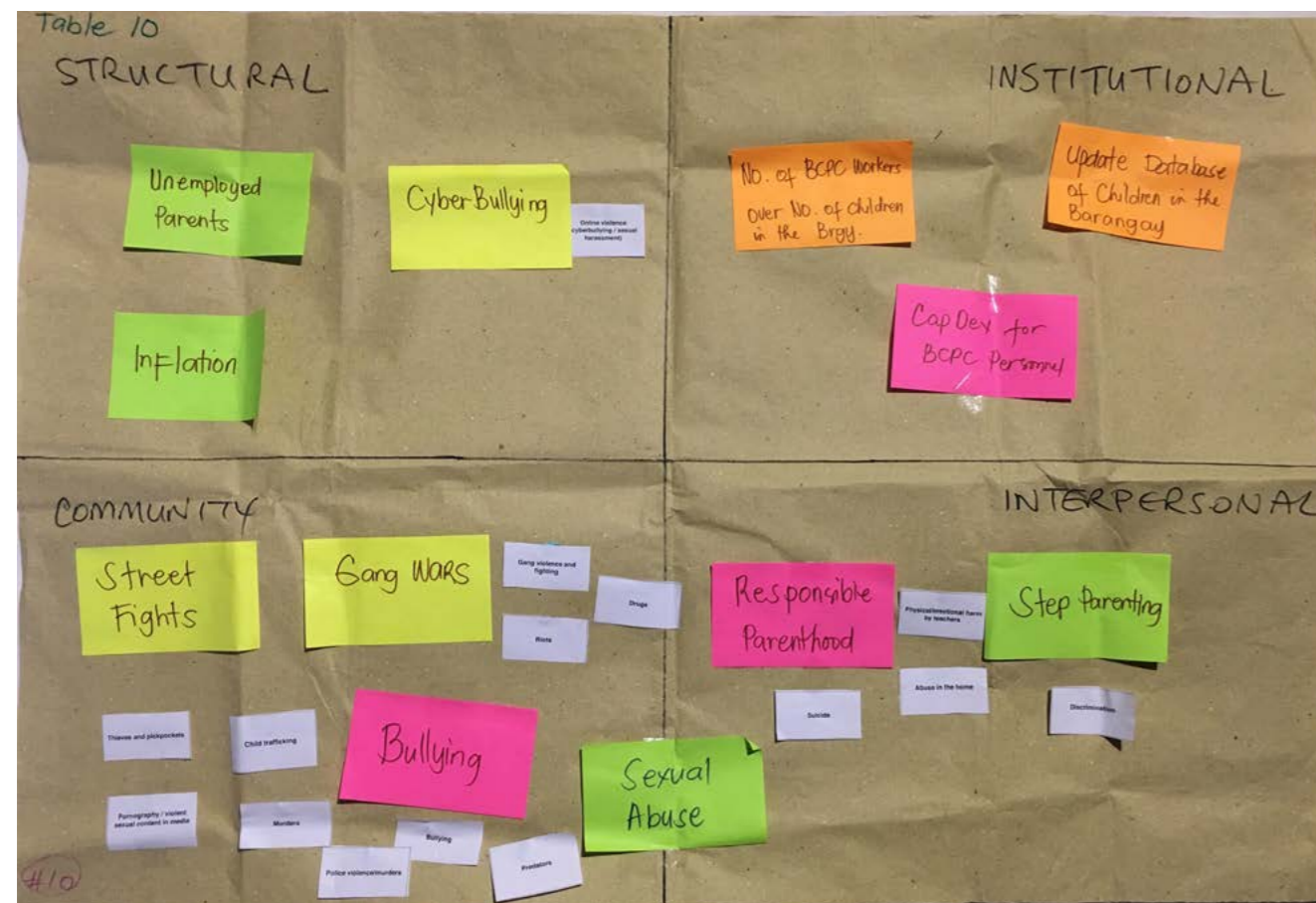


Image: In the intergenerational workshop, child and adult stakeholders worked together to define the child-centred indicators for violence prevention and map them to the socio-ecological model.

OUTCOME	INDICATOR
WHAT MATTERS TO CHILDREN	WHAT CHILDREN WISH TO SEE HAPPEN
Children feel safe and secure SAFETY AND SECURITY	<p>Children feel safe moving around their community.</p> <p>Children say they have a reliable adult in their life who consistently supports them.</p> <p>Children say they have learned how to protect themselves from danger.</p> <p>Children say they know how to respond to and report bullying and other forms of violence against them.</p> <p>Children say their neighbours are friendly and treat children and their family well.</p> <p>Children say that when they do something wrong they are disciplined in fair and just ways that do not result in physical or emotional injury.</p> <p>Children say they can defend themselves when necessary.</p> <p>Children say they know how to contact emergency services when necessary.</p>
Children believe their communities are fair FAIR COMMUNITIES	<p>Children say they live in a community where people are honest, help one another and respect each other's differences.</p> <p>Children feel they are valued members of their community and society.</p> <p>Children feel respected and not discriminated against.</p> <p>Children report they can express their views openly and without fear of reprimand, as long as doing so doesn't harm others.</p> <p>Girls report they feel safe and equal to boys in their community.</p> <p>Children feel they can have a say in decisions that are made in their community and broader society.</p> <p>Children who are LGBTQI report they feel safe.</p> <p>Children with disability can safely access buildings and spaces.</p> <p>Child and adult workers are listened to and treated fairly.</p> <p>Children say shopkeepers and other businesses in their community treat children well.</p> <p>Children say there are programs in place to make sure all children are treated fairly and equally at their school.</p>

OUTCOME	INDICATOR
WHAT MATTERS TO CHILDREN	WHAT CHILDREN WISH TO SEE HAPPEN
Children live in communities with minimal crime MINIMAL CRIME	<p>Children report their community is generally happy and a nice place to be.</p> <p>Children report their community is free of guns and other weapons.</p> <p>Children say drug dealers do not operate in their communities.</p> <p>Children report their community is free of gangs and other forms of organised crime.</p> <p>Children say they are not fearful of being raped, kidnapped or otherwise exploited.</p> <p>Children say they are not fearful of being robbed of their property.</p> <p>Children say information about anti-violence initiatives is easy to find and understand.</p> <p>Children say they do not worry about bombings, mass shootings and terrorism.</p>
Children live in healthy places HEALTHY PLACES	<p>Children say animals are well treated in their community.</p> <p>Children say they have access to safe, clean spaces in which to play or exercise.</p> <p>Children say they and their families are healthy.</p> <p>Children feel they and their families can access healthcare services when necessary.</p> <p>Children say their streets, neighbourhoods and towns are clean and pollution-free.</p> <p>Children say they and the adults in their lives have been taught to recycle rubbish and waste and regularly do so.</p>
Children live in safe physical environments SAFE ENVIRONMENTS	<p>Children report their streets are safe for them.</p> <p>Children say public transport is safe to use.</p> <p>Children report buildings and spaces in their community are safe and easy to access and use.</p> <p>Children say the government provides safe and affordable housing for families that need it.</p> <p>Children say roads are well maintained and people drive safely.</p> <p>Children report that homes, schools, churches and other buildings in their community are strong enough to withstand natural disasters.</p> <p>Children report that when they are affected by natural disasters or human-caused disasters (e.g., fire), their community helps them recover.</p> <p>Children report that they do not worry about natural disasters happening.</p> <p>Children report that chemicals are not dumped in rivers or pumped into the air.</p>

OUTCOME	INDICATOR
WHAT MATTERS TO CHILDREN	WHAT CHILDREN WISH TO SEE HAPPEN
Children can use media and digital technology safely and without unreasonable fear	Children say the content they come across on television and radio and online is non-violent and appropriate for their age.
SAFE TECHNOLOGIES	Children say media coverage of violent events is balanced and does not overly frighten them.
	Children say they have the skills to manage their safety, privacy and security online.
	Children report there are safe online spaces in which they can participate.
	Children say technology providers have taken down content that damages their reputation when asked to do so.
	Children have people to turn to to help them when things go wrong online.
	Children report they know where to find information about staying safe online and how to report breaches.
	Children report they balance technology use with other activities.
	Children say their digital devices are safe to use.
Children can trust schools, police, courts, politicians and other authorities to protect them	Children say teachers manage their classrooms without resorting to violence or emotional abuse.
TRUSTWORTHY AUTHORITIES	Children say they are taught positive values at school.
	Children say police in their community handle disputes using non-violent means.
	Children say they have faith in police and courts to treat people well and fairly when enforcing the law.
	Children say there are enough trained social workers in their community to help people in need.
	Children say doctors, nurses, social workers and other care professionals always try to do their best to help people.
	Children report that information about safety in their community is up-to-date and easy to understand and that they can access trusted support services to protect them from violence.
	Children report that, when necessary, they can easily access legal advice and services.
	Children report they know about the laws that are in place to protect them from violence.
	Children say laws in their country are made with children's best interests in mind.
	Children report they trust politicians in their community to use resources to benefit the community.

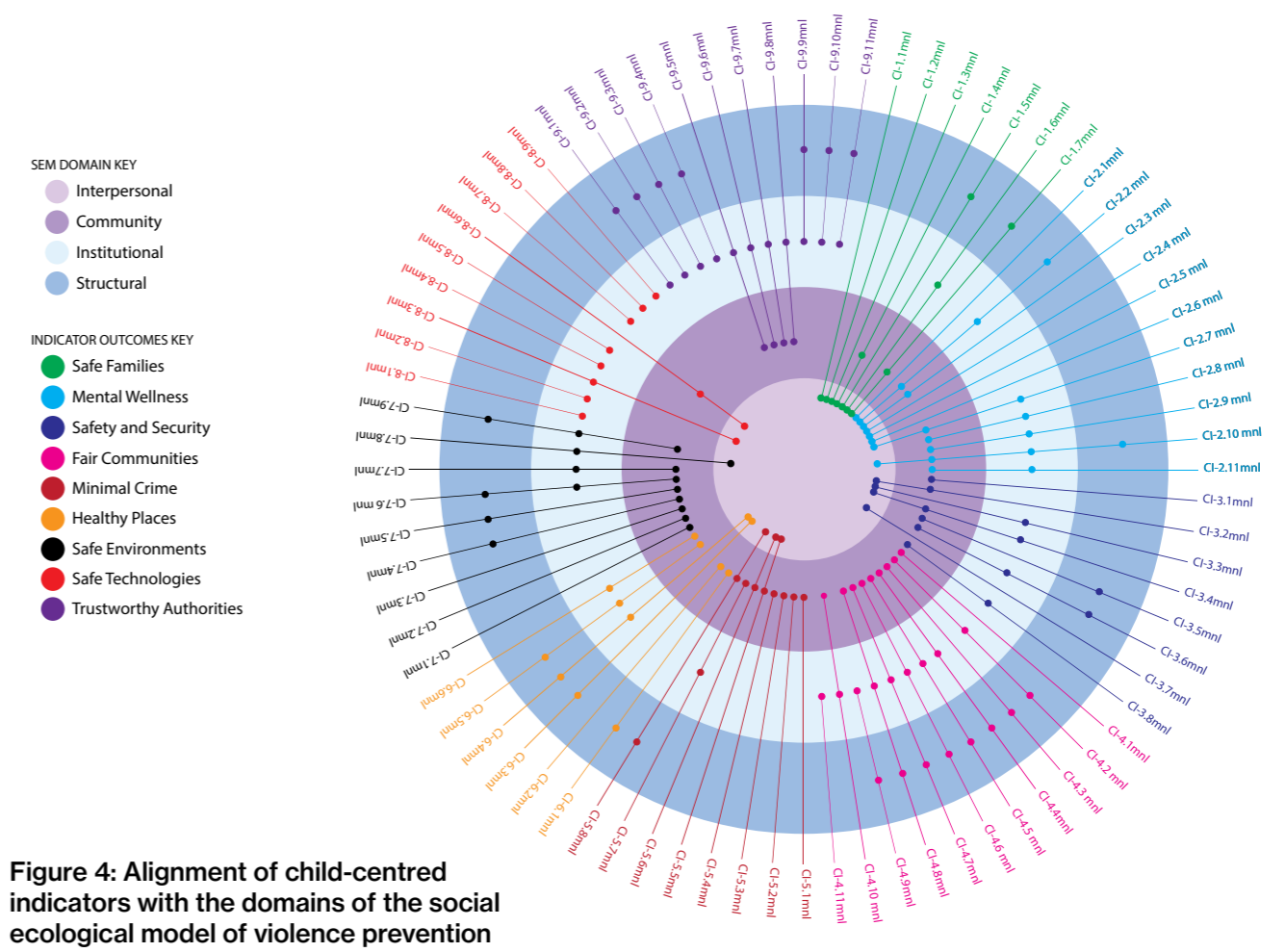


Figure 4: Alignment of child-centred indicators with the domains of the social ecological model of violence prevention

8.4 Alignment of inspire core indicators with preliminary child-centred indicators

Upon completion of Phase 3, the research team mapped the preliminary child-centred indicators for violence prevention to the INSPIRE core indicators, categories and domains to ascertain the extent of their alignment and complementarity (See Appendix 1).

Just under half (34 of 80) of the preliminary child-centred indicators developed through the Living Lab process directly align with core INSPIRE indicators: some align directly with a single INSPIRE core indicator and some align with multiple indicators.¹⁴

While more than half of the preliminary child-centred indicators do not align directly with INSPIRE at the core indicator level, a total of 69 (86%) of them align with INSPIRE indicators at the category level. This suggests that the INSPIRE results framework has generally identified the key themes that matter to children.

However, where the child-centred indicators align directly with INSPIRE at the indicator level, children's critiques suggest that indicators require different measures to those recommended in the *INSPIRE indicator guidance and results framework* (UNICEF, 2018b). Further, where the child-centred indicators align with the INSPIRE indicators at the category level, children's interpretations suggest that different indicators – and therefore also different measures – are necessary to capture the impact of violence prevention and reduction strategies on their experiences of violence and safety.

Overall, the analysis indicates that the deployment of the child-centred indicators can generate child-centred qualitative and quantitative data to augment that generated in relation to the INSPIRE core indicators, bringing a child-centred lens to monitoring and reporting efforts.

¹⁴ For example, child-centred indicator CI-1.1.mnl ('...families are generally happy, share meals regularly and communicate in positive ways') aligned with INSPIRE indicator 6.3 (parents/guardians' understanding of adolescents' problems), while CI-1.4.mnl ('...father treats their mother and other female relatives well') aligned with INSPIRE indicator 1.10 (partner violence against women), 4.3 (acceptability of wife-beating), 4.4 (attitudes about women's right to refuse sex) and 7.3 (women's/girls' empowerment).

9. Key findings: Process reflection

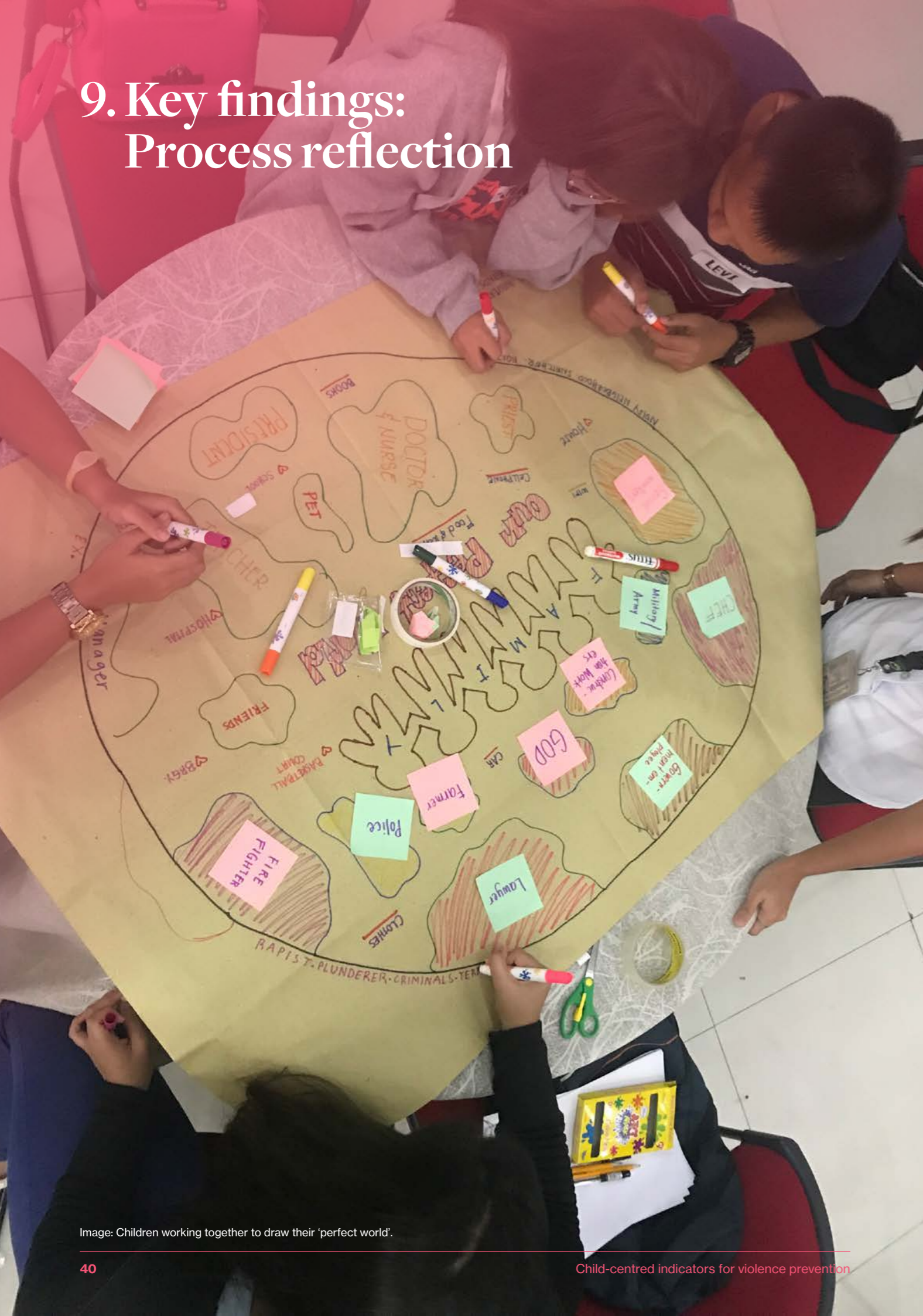


Image: Children working together to draw their 'perfect world'.

This section documents project findings about how the application of a Living Lab process can support progress towards ending violence against children.

9.1 The Living Lab process enables children to explore, express and feel valued for their perspectives on violence

Children in the project reported that the Living Lab process gave them the opportunity to explore a complex issue that affected their everyday lives and develop their ideas for action. Indeed, they reported that through the workshops they found ways to articulate views and experiences – to both peers and adults – that they had not previously had the opportunity and support to share. Overall, children reported that they felt their ideas were respected and recognised as important to the City of Valenzuela's project to end violence against children. In particular, children living in institutional care, those living on the street and those living with disability highlighted that the process created a respectful space in which they felt valued for their contributions.

'I liked the workshop because we were given a chance to speak out'
(Girl, general population workshop)

'Because of this workshop, more attention was given to Valenzuela so it can be a safer place'
(Boy, General population workshop)

'Thank you for seeing us as humans'
(Boy, Bahay Pag-asa workshop)

9.2 The Living Lab process supports children to recognise they have a role to play alongside adults in ending violence against children

As outlined above, children in the City of Valenzuela were concerned about the violence they perceived and/or experienced in their immediate surroundings. By creating the opportunity for child participants to cultivate their interest in and enthusiasm for ending violence against children, the Living Lab process helped to nurture young change agents and their commitment to developing strategies to improve children's safety, via working with parents, teachers, community leaders and other trusted adults. The children also noted that if they themselves can reap the benefits of violence prevention now, they will pass these benefits on to future generations.

'In the next six months I will share my experiences to my fellow children and give them some knowledge to prevent violence against children'
(Girl, Intergenerational workshop)

'Mayor Rex Gatchalian... I am hoping that you focus on these problems of violence against children today because the children of today will become the next people to run the city and encourage more [children] to have the best life they can.'
(Boy, Intergenerational workshop)

9.3 The Living Lab process supports localisation of the inspire strategies

Upon conclusion of the project, adult stakeholders reported that the Living Lab process gave them a unique opportunity to grapple with local contexts and real-world experiences of violence against children, enabling them to identify effective points of intervention and develop targeted action plans for their communities. The Living Lab process thus complements the strategies laid out in the INSPIRE technical package and provides an effective mechanism for their localisation.

9.4 Through the Living Lab process, adults and children come to recognise the value of working together to end violence against children

Adults and children alike appreciated the value of collaborative processes. Adult participants reported that the intergenerational components of the Living Lab process raised their awareness of the value of involving children and young people in deliberations and incorporating their perspectives into future work and decision-making processes. Child participants expressed an awareness of the need to work closely with adults. They also recognised that the development of contextualised strategies for violence reduction and prevention needs to be guided by the expertise and viewpoints of diverse stakeholders. However, the children were looking to adults to facilitate ways for them to play a meaningful role in designing, implementing and evaluating intergenerational approaches to violence prevention. The children reported that the Living Lab process provided one effective model for their collaborative engagement with adult stakeholders on how to end violence against children in their communities.



Image: At the end of the workshops, children identified what they had learned and gained from the process.

“Adults and children must understand each other’s side to have better ideas”
(Adult stakeholder, Intergenerational workshop)

“I enjoyed most the time of sharing of opinions both from children and adult[s]”
(Boy, Intergenerational workshop)

“There are a lot of things Government workers could learn from the children”
(Adult stakeholder, Intergenerational workshop)

“I enjoyed working with the children and we should involve them with our decision-making” (Adult stakeholder, Intergenerational workshop)

“I learned so many things from the children that we as adults [hadn’t] even thought of” (Adult stakeholder, Intergenerational workshop)

9.5 The Living Lab process mobilises an intergenerational community of practice committed to taking action

The Living Lab process resulted in children and adults committing to undertake concrete and achievable actions to end violence against children. Actions to which participants committed aligned to their relative personal and institutional goals, capacities and resources and ranged from knowledge sharing with peers (children) to commitments to consult with children on an ongoing basis (adult stakeholders).

‘In the next 6 months I will make sure to have a dialogue with children for their ideas and insights in the creation of community-based projects’ (Adult stakeholder, Intergenerational workshop)

‘On Monday I will use my learnings in the workshop in our school by being good to others and not being violent to others’
(Boy, Intergenerational workshop)

‘On Monday I will inform the City Council that they need to involve children in passing ordinances affecting children’
(Adult City of Valenzuela stakeholder, Intergenerational workshop)



Image: Children presenting the findings of the Living Lab at the City of Valenzuela’s ceremony to declare a commitment to end violence against children. © Rodrigo de Guzman



Image: Adult stakeholders visit the gallery of children’s workshop outputs.

WE COMMIT TO INVOLVING CHILDREN IN ENDING VIOLENCE

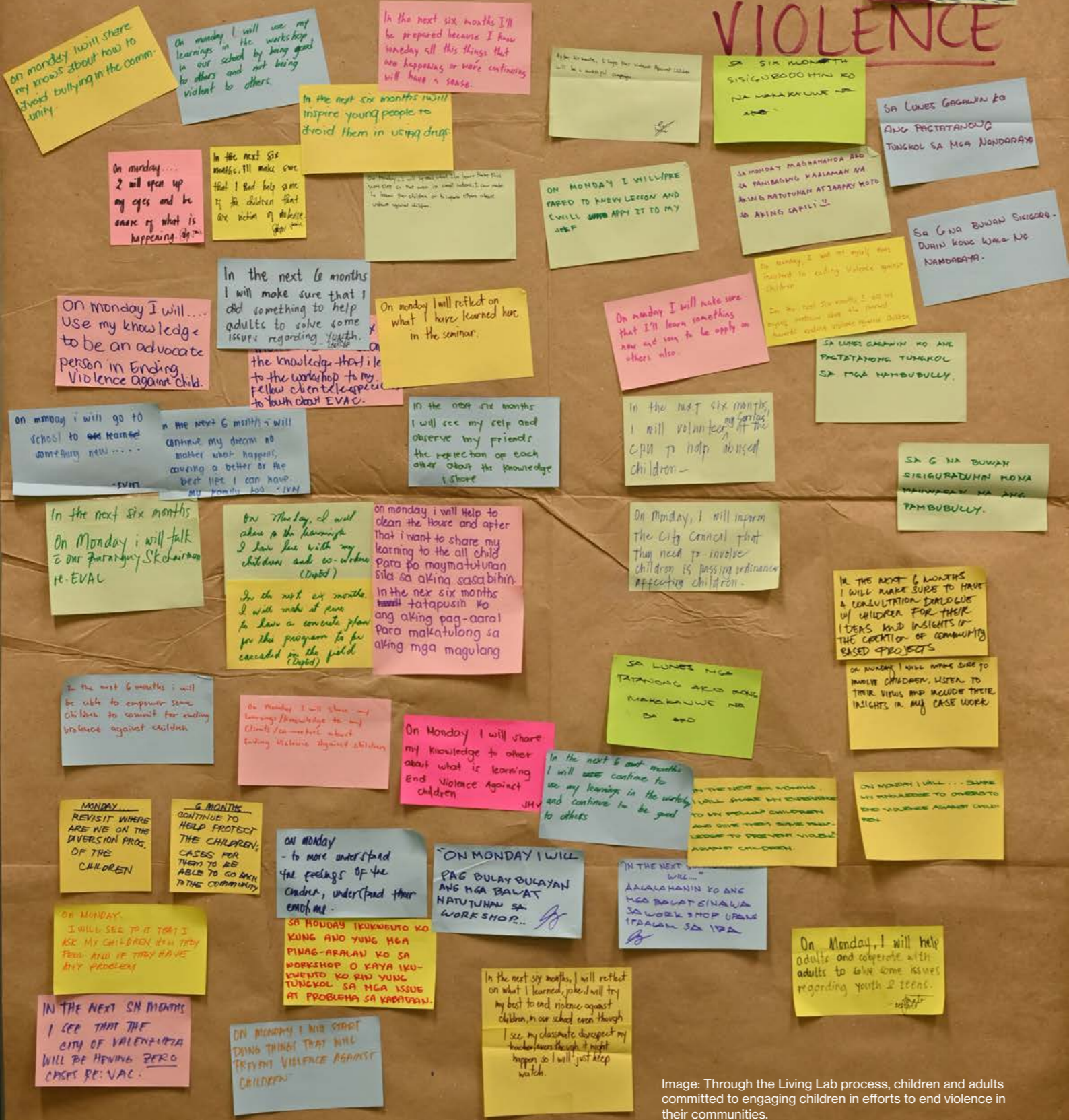


Image: Through the Living Lab process, children and adults committed to engaging children in efforts to end violence in their communities.

Conclusion

This project found that children's perspectives are a vital resource for efforts to localise the INSPIRE strategies because of the localised nature of their experience. As End Violence Pathfinding Countries work towards tailoring the INSPIRE strategies for specific settings, working closely with children to design and implement violence prevention strategies and embedding children's insights at the heart of efforts to monitor progress towards ending violence against children will support effective localisation that positively impacts children's rights.

Data generated through the project suggests that the Living Lab process to develop child-centred indicators for violence prevention enables more informed and inclusive violence prevention planning, which could enhance the development and delivery of INSPIRE strategies. The indicators also support Pathfinding Countries to work with children to iteratively measure, monitor and report on progress being made on National Action Plans as they strive to meet the SDGs related to violence.

This project found that the deployment of child-centred indicators augmented and complemented the INSPIRE measurement framework. While the preliminary child-centred indicators for violence prevention contained herein require further refinement for implementation – in partnership with children and other stakeholders – efforts are already underway to embed them in monitoring and reporting processes in the City of Valenzuela. The City has established a Data and Evidence Committee, underpinned by a comprehensive outcome-mapping process, to guide violence prevention. The child-centred indicators are designed to ensure the strategies being rolled out can be monitored with, by and for children.

There is also an opportunity to scale these child-centred indicators to other parts of the Philippines, as key stakeholders work to implement the Philippines Plan of Action to End Violence Against Children. Indeed, our partners at the City of Valenzuela, UNICEF Philippines, the Council for the Welfare of Children and the Philippines Child Protection Network have committed to continuing to foster children's participation as they turn to this all-important task.

Alongside these projects in the Philippines, the research team proposes to field the methodology in two further Pathfinding Countries, with the goal of expanding this work to other member countries of the Global Partnership to End Violence Against Children.¹⁵

¹⁵ The Living Lab was documented in real time, and a detailed process guide has been developed to ensure rapid uptake from other Pathfinding Countries in the End Violence network.

Key considerations

01 Design, implementation and evaluation of strategies to end violence against children

Children's contributions to this pilot project suggest that strategies to prevent or reduce violence against children must focus on strengthening the capacities of families, peer networks, schools, sporting and cultural organisations and local communities, while at the same time addressing the structural and institutional drivers of violence. Child rights approaches that foreground children's provision, protection and participation rights should underpin efforts to end violence against children.

It is recommended that children are conceived both as the beneficiaries of strategies to end violence against them and as agents in their design, implementation and evaluation. Diverse children should be represented at all stages of planning, designing, implementing, monitoring and evaluating strategies to end violence against children. This requires establishing processes to meaningfully engage children of different backgrounds and circumstances in ongoing conversations and decision-making processes.

To positively transform children's perceptions and experiences of safety and violence, interventions must demonstrably impact their everyday relationships and contexts. It is recommended that End Violence Pathfinding Countries take up the challenge of complementing the primarily quantitative measures outlined in the *INSPIRE indicator guidance and results framework* (UNICEF, 2018b) with qualitative measures. This will enable impact measurement to ensure children's needs and aspirations are being met.

Specifically, it is recommended that the child-centred indicators for violence prevention developed in this pilot project be refined for broad adoption and complemented by the development of correlate qualitative and quantitative, child-centred indicators and measures. Doing so will complement the core INSPIRE indicators and sample measures, strengthen their efficacy and enable the effective localisation of the INSPIRE strategies.

It is recommended that End Violence Pathfinding Countries establish clear processes and strengthen accountability in order to facilitate children's ongoing participation in monitoring and reporting on progress towards ending violence against children. This must be supported by capacity building with city authorities and other adult stakeholders to enhance their understanding of child rights (in particular, the right to participate) and their skills in developing and implementing child-centred methods and measures.

Wherever possible, the engagement of children in monitoring and reporting efforts should fulfil multiple purposes:

- a. to involve them in decision-making;
- b. to grant them the opportunity to generate data about how their violence prevention needs and aspirations can best be met;
- c. to nurture the capacities of the next generation of young change-makers in this field.

At a minimum, the design, implementation and evaluation of strategies to end violence against children should include mechanisms via which adults generate data about children's insights and experiences, using child-centred indicators and measures. Ideally, children themselves will participate in generating, interpreting and channelling child-centred data into the design, implementation and evaluation of interventions.

Entities charged with monitoring and assessing data related to efforts to reduce and/or prevent violence against children should, wherever possible and appropriate, embed child representatives in relevant data monitoring entities.

02 Next steps: implementation and refinement of preliminary child-centred indicators for violence prevention

Significant effort has gone into developing the preliminary child-centred indicators for violence prevention to ensure they are robust and accurately align with children's insights and experiences. Nonetheless, it is recommended that they are further refined in partnership with child and adult stakeholders, both in the Philippines and in a minimum of two further End Violence Pathfinding Countries, to enable their implementation at scale.

A process is underway to localise the INSPIRE strategies for the City of Valenzuela and to map desired outcomes and methods for monitoring and evaluating progress in the City's efforts to end violence against children. It is recommended that the preliminary child-centred indicators are embedded in this broader work and, in particular, the work of the Data and Evidence Committee, to both contribute to the refinement of the indicators and ensure that the City's processes can respond appropriately to children's needs, rights and aspirations.



Image: At a City of Valenzuela ceremony, children and adult stakeholders signed a 'commitment wall' to express their support for ending violence against children.
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Image: Children sorting and critiquing preliminary child-centred indicators for violence prevention. © Rodrigo de Guzman

Appendix 1: Alignment of inspire indicators with preliminary child-centred indicators for violence prevention

KEY

- Child-centred indicators aligned with INSPIRE core indicators
- Child-centred indicators aligned with INSPIRE category
- Non-aligned child-centred indicators

OUTCOME: Children find safety with their families (Safe families)

Child-centred indicator	INSPIRE		
	Indicator	Category	Domain
(CI-1.1.mnl) Children say their families are generally happy, share meals regularly and communicate in positive ways.	6.3	Caregiver Support	Positive parent-child relationships
(CI-1.2.mnl) Children say they are treated well by their siblings.		Caregiver Support Norms/Values	
(CI-1.3.mnl) Children say they know adults they trust to talk to about things when they are worried.	6.3	Caregiver Support	Positive parent-child relationships
(CI-1.4.mnl) Children say their father treats their mother and other female relatives well.	1.10, 4.3, 4.4, 7.3	Impact/Goal Norms/Values Economic Strengthening	Child exposure to violence in the home Support for positive gender norms Women's economic empowerment within the household
(CI-1.5.mnl) Children say their families have enough money to provide food and other necessities.	7.1, 7.2, 7.4	Economic Strengthening	Household economic insecurity Access to social protection and household economic support
(CI-1.6.mnl) Children say that programs that teach parents positive ways to talk to and manage their children are having a positive effect on their family.	6.3	Caregiver Support	Positive parent-child relationships
(CI-1.7.mnl) Girls report that they encouraged to get an education.	6.2	Caregiver Support	Positive parent-child relationships

OUTCOME: Children feel happy and mentally well (Mental wellness)

Child-centred indicator	INSPIRE		
	Indicator	Category	Domain
(CI-2.1.mnl) Children report they have meaningful and supportive friendships.			
(CI-2.2.mnl) Children say they believe in their ability to achieve what they want to do.			
(CI-2.3.mnl) Children say they have people to turn to in times of distress.	6.3	Caregiver Support	Positive parent-child relationships
(CI-2.4.mnl) Children are positive about their futures.			
(CI-2.5.mnl) Children feel good about themselves.			
(CI-2.6.mnl) Children report they practice effective ways of managing stress.			
(CI-2.7.mnl) Children with mental health issues report that they are respected by others.		Norms/Values	
(CI-2.8.mnl) Children who have experienced trauma or other mental health issues report that they are receiving/have received mental health care that supports their recovery.	8.5, 8.6	Support Services	Receipt of services for violence in childhood
(CI-2.9.mnl) Children say bullying is uncommon in their schools and broader community.	1.7, 1.8, 9.2	Impact/Goal Life Skills	Peer violence Physical violence against adolescents Perceived safety at or on the way to school
(CI-2.10.mnl) Children say they can live their lives according to their spiritual beliefs.			
(CI-2.11.mnl) Children report they are aware of helplines and other services that can support them in times of need.	9.7	Life Skills	Coverage of school-based violence prevention

OUTCOME: Children feel safe and secure (Safety and security)			
Child-centred indicator	INSPIRE		
	Indicator	Category	Domain
(CI-3.1.mnl) Children feel safe moving around their community.	1.7, 1.8, 2.1	Impact/Goal Monitoring/Evaluation	Peer violence Physical violence against adolescents National prevalence estimates for key forms of violence
(CI-3.2.mnl) Children say they have a reliable adult in their life who consistently supports them.	6.3	Caregiver Support	Positive parent-child relationships
(CI-3.3.mnl) Children say they have learned how to protect themselves from danger.	9.7	Life Skills	Coverage of school-based violence prevention
(CI-3.4.mnl) Children say they know how to respond to and report bullying and other forms of violence against them.	8.3, 8.4, 8.7, 9.7	Support Services Life Skills	Help-seeking for violence in childhood Awareness of services Coverage of school-based violence prevention
(CI-3.5.mnl) Children say their neighbours are friendly and treat children and their family well.		Norms/Values	
(CI-3.6.mnl) Children say that, when they do something wrong, they are disciplined in fair and just ways that do not result in physical or emotional injury.	4.1, 4.2, 6.1	Norms/Values Caregiver Support	Support for physical punishment (home) Support for physical punishment (schools) Positive discipline by caregivers
(CI-3.7.mnl) Children say they can defend themselves when necessary.			
(CI-3.8.mnl) Children say they know how to contact emergency services when necessary.	8.3, 8.4, 8.7	Support Services	Help-seeking for violence in childhood Awareness of services

OUTCOME: Children believe their communities are fair (Fair communities)			
Child-centred indicator	INSPIRE		
	Indicator	Category	Domain
(CI-4.1.mnl) Children say they live in a community where people are honest, help one another and respect their differences.		Norms/Values	
(CI-4.2.mnl) Children feel they are valued members of their community and society more broadly.		Norms/Values	
(CI-4.3.mnl) Children feel respected and not discriminated against.		Norms/Values	
(CI-4.4.mnl) Children report they can express their views openly and without fear of recrimination, as long as doing so doesn't harm others.		Norms/Values	
(CI-4.5.mnl) Girls report they feel safe and equal to boys in their community.	4.3, 4.4, 7.3	Norms/Values Economic Strengthening	Support for positive gender norms Women's economic empowerment within the household
(CI-4.6.mnl) Children feel they can have a say in decisions that are made in their community and broader society.		Norms/Values	
(CI-4.7.mnl) Children who are LGBTQI report they feel safe.		Safe Environments	
(CI-4.8.mnl) Children with disability can safely access buildings and spaces.		Safe Environments	
(CI-4.9.mnl) Child and adult workers are listened to and treated fairly.		Economic Strengthening	
(CI-4.10.mnl) Children say shopkeepers and other businesses in their community treat children well.		Norms/Values	
(CI-4.11.mnl) Children say there are programs in place to make sure all children are treated fairly and equally at their school.		Norms/Values	

OUTCOME: Children live in communities with minimal crime (Minimal crime)			
Child-centred indicator	INSPIRE		
	Indicator	Category	Domain
(CI-5.1.mnl) Children report their neighbourhood community is generally happy and a nice place to be.			
(CI-5.2.mnl) Children report their community is free of guns and other weapons.	5.2	Safe Environments	Availability of arms and weapons
(CI-5.3.mnl) Children say drug dealers do not operate in their communities.			
(CI-5.4.mnl) Children report their community is free of gangs and other forms of organised crime.			
(CI-5.5.mnl) Children say that they are not fearful of being raped, kidnapped or otherwise exploited.	1.4, 1.8, 1.9, 5.1	Impact/Goal Safe Environments Life Skills	Sexual violence in childhood Physical violence against adolescents Child homicide Homicide rates
(CI-5.6.mnl) Children say they are not fearful of being robbed of their property.		Safe Environments	
(CI-5.7.mnl) Children say that information about anti-violence initiatives is easy to find and understand	9.7	Life Skills	Coverage of school-based violence prevention
(CI-5.8.mnl) Children say they do not worry about bombings, mass shootings and terrorism		Safe Environments	

OUTCOME: Children live in healthy places (Healthy places)			
Child-centred indicator	INSPIRE		
	Indicator	Category	Domain
(CI-6.1.mnl) Children say animals are well treated in their community.		Norms/Values	
(CI-6.2.mnl) Children say they have access to safe, clean spaces in which to play or exercise.		Safe Environments	
(CI-6.3.mnl) Children say they and their families are healthy.			
(CI-6.4.mnl) Children feel they and their families can access healthcare services when necessary.		Support Services	
(CI-6.5.mnl) Children say their streets, neighbourhoods and towns are clean and pollution free.		Safe Environments	
(CI-6.6.mnl) Children say they and the adults in their lives have been taught to recycle rubbish and waste and regularly do so.		Norms/Values Life Skills	

OUTCOME: Children live in safe physical environments (Safe environments)			
Child-centred indicator	INSPIRE		
	Indicator	Category	Domain
(CI-7.1.mnl) Children report their streets are safe for them.	1.7, 1.8, 1.9, 5.1, 9.2	Impact/Goal Safe Environments Life Skills	Peer violence Physical violence against adolescents Child homicide Homicide Rates Perceived safety at or on the way to school
(CI-7.2.mnl) Children say public transport is safe to use.	9.2	Life Skills	Perceived safety at or on the way to school
(CI-7.3.mnl) Children report that buildings and spaces in their community are safe, easy to access and use.		Safe Environments	
(CI-7.4.mnl) Children say that the government provides safe and affordable housing for families that need it.	7.4	Economic Strengthening	Access to social protection and household economic support
(CI-7.5.mnl) Children say roads are well maintained and people drive safely.		Safe Environments	
(CI-7.6.mnl) Children report that homes, schools, churches and other buildings in their community are strong enough to withstand natural disasters.		Safe Environments	
(CI-7.7.mnl) Children report that when they are affected by natural disasters or human-caused disasters (e.g., fire), their community helps them recover.		Norms/Values	
(CI-7.8.mnl) Children report that they do not worry about natural disasters happening.		Safe Environments	
(CI-7.9.mnl) Children report that chemicals are not dumped in rivers or pumped into the air.		Safe Environments	

OUTCOME: Children can use media and digital technology safely and without unreasonable fear (Safe technologies)

Child-centred indicator	INSPIRE		
	Indicator	Category	Domain
(CI-8.1.mnl) Children say the content they come across on television, radio and online is non-violent and appropriate for their age.		Safe Environments	
(CI-8.2.mnl) Children say that media coverage of violent events is balanced and does not overly frighten them.		Safe Environments	
(CI-8.3.mnl) Children say they have the skills to manage their safety, privacy and security online.		Life Skills	
(CI-8.4.mnl) Children report there are safe online spaces in which they can participate.		Safe Environments	
(CI-8.5.mnl) Children say technology providers have taken down content that damages their reputation when asked to do so.		Safe Environments	
(CI-8.6.mnl) Children have people to turn to that can help them when things go wrong online.		Life Skills	
(CI-8.7.mnl) Children report they know where to find information about staying safe online and how to report breaches.		Life Skills	
(CI-8.8.mnl) Children report they balance technology use with other activities.		Life Skills	
(CI-8.9.mnl) Children say their digital devices are safe to use.		Safe Environments	

OUTCOME: Children can trust schools, police, courts and politicians and other authorities to protect them (Trustworthy authorities)

Child-centred indicator	INSPIRE		
	Indicator	Category	Domain
(CI-9.1.mnl) Children say teachers manage their classrooms without resorting to violence or emotional abuse.	1.2, 4.2, 9.7	Impact/Goal Norms/Values Life Skills	Physical punishment in school Support for physical punishment (schools) Coverage of school-based violence prevention
(CI-9.2.mnl) Children say they are taught positive values at school.	1.2, 4.2, 9.7	Impact/Goal Norms/Values Life Skills	Physical punishment in school Support for physical punishment (schools) Coverage of school-based violence prevention
(CI-9.3.mnl) Children say police in their community handle disputes using non-violent means.	3.1, 8.8	Laws Support Services	Laws and policies Justice system support for children
(CI-9.4.mnl) Children say they have faith in police and courts to treat people well and fairly when enforcing the law.	3.1, 3.2, 3.3, 3.4, 8.8	Laws Support Services	Laws and policies Justice system support for children
(CI-9.5.mnl) Children say there are enough trained social workers in their community to help the people who need them.	8.10	Support Services	Capacity of child protection system
(CI-9.6.mnl) Children say doctors, nurses, social workers and other care professionals always try to do their best to help people.	8.11, 8.12	Support Services	Health sector guidelines on violence against children
(CI-9.7.mnl) Children report that information about safety in their community is up to date and easy to understand, and that they can access trusted support services to protect them from violence.	3.5, 8.7, 9.7	Laws Support Services Life Skills	Awareness of laws Awareness of services Coverage of school-based violence prevention
(CI-9.8.mnl) Children report that, when necessary, they can easily access legal advice and services.	3.1, 3.2, 3.3, 3.4, 8.8	Laws Support Services	Laws and policies Justice system support for children
(CI-9.9.mnl) Children report they know about the laws that are in place to protect them from violence.	3.5	Laws	Awareness of laws
(CI-9.10.mnl) Children say laws in their country are made with children's best interests in mind.	3.1, 3.2, 3.3, 3.4, 8.8	Laws Support Services	Laws and policies Justice system support for children
(CI-9.11.mnl) Children report they trust politicians in their community to use resources to benefit the community.	10.1, 10.2	Multisectoral Actions	National plans and actions National planning mechanisms



Images: Children working with the research team in the City of Valenzuela.
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