

# Preventing violence against children: Building the evidence of what works

A snapshot of the Evaluation Fund's  
22 supported studies in low- and  
middle-income countries





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# Introduction

**“ An estimated one billion children – or one out of two children worldwide – suffer some form of violence each year.**

**World Health Organization**, ‘Global status report on preventing violence against children’, 2020.

## THE EVALUATION FUND: REDUCING VIOLENCE AGAINST CHILDREN

In 2011, when the Evaluation Fund: Reducing Violence Against Children<sup>1</sup> was founded, much of the evidence used to design childhood violence prevention programs in the Global South originated from research developed in high-income countries and reflected Western settings (World Health Organization, 2010). To address this evidence gap and ensure contextually relevant and culturally appropriate interventions, the Evaluation Fund has supported 22 research projects in 18 low- and middle-income countries that examine what works to prevent violence against children.

Through these investments over the last decade, the Evaluation Fund has contributed to building the capacity of researchers and program staff, improving program design and implementation, and supporting advocacy at local and national levels for ending all forms of childhood violence. Taken collectively, these studies help inform us about what works to prevent violence against children in low- and middle-income settings.

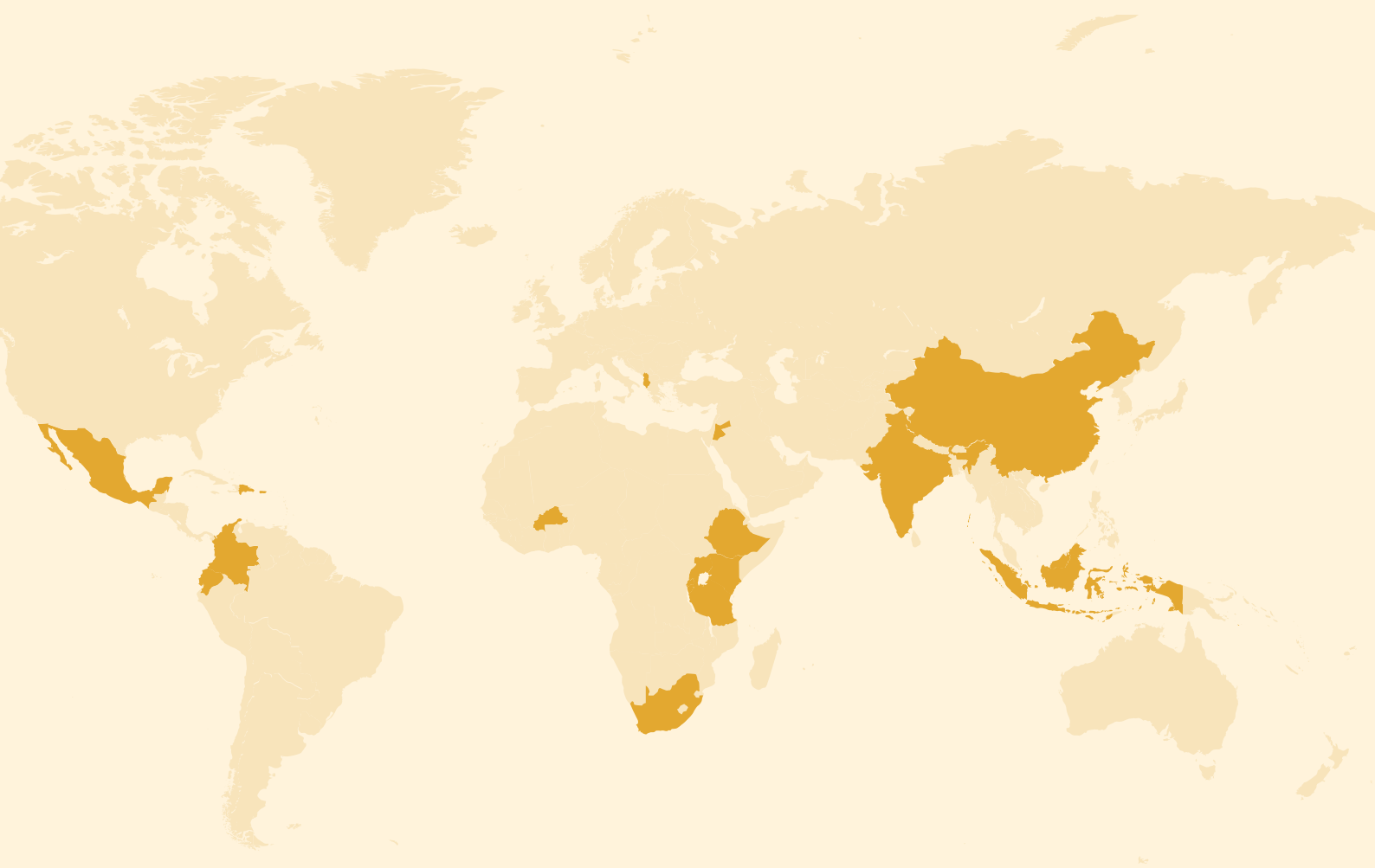
## THE PURPOSE OF THIS REPORT

Each of these 22 supported studies is unique and offers numerous insights that are captured in individual evaluation reports and evidence briefs.<sup>2</sup> This report is an attempt to collate the lessons from these evaluations, connect them to the existing evidence base, and position them within the evolving field of violence prevention. Through a succinct set of learnings, the Fund hopes to contribute to ensuring that all children can live free from violence.

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<sup>1</sup> The Evaluation Fund: Reducing Violence Against Children: [www.theevaluationfund.org](http://www.theevaluationfund.org)

<sup>2</sup> Evidence briefs for all 22 studies can be found on the Evaluation Fund’s website via the individual project pages, [www.theevaluationfund.org/projects](http://www.theevaluationfund.org/projects)



**Number of projects on the map**

|                  |                  |                        |
|------------------|------------------|------------------------|
| Indonesia - 1    | China - 2        | India - 1              |
| Uganda - 4       | Jordan - 1       | Dominican Republic - 1 |
| Tanzania - 2     | Indonesia - 1    | Albania - 1            |
| Rwanda - 1       | Burundi - 1      | Colombia - 1           |
| Burkina Faso - 1 | Kenya - 1        |                        |
| Ecuador          | South Africa - 1 |                        |
| Mexico ] 1       | Ethiopia - 1     |                        |

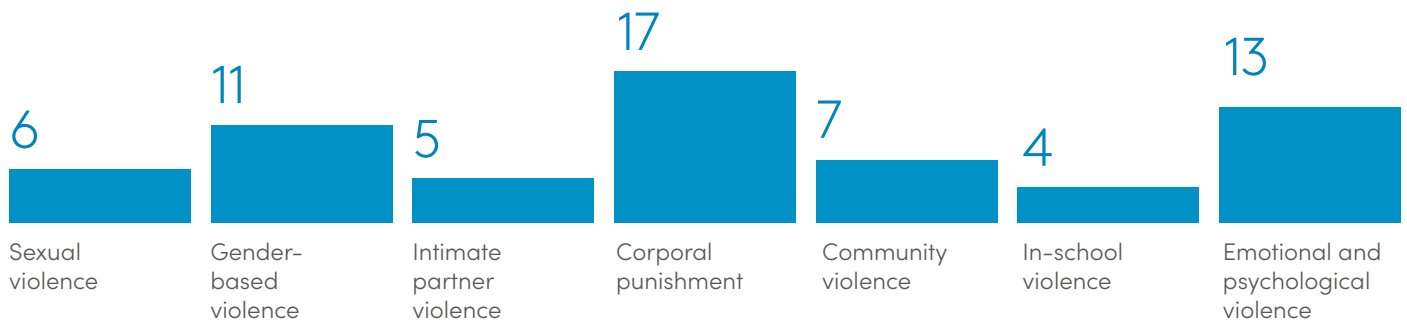
**Since 2011, the Evaluation Fund has supported 22 studies in 18 countries.**

- 13 in middle-income countries
- 9 in low-income countries

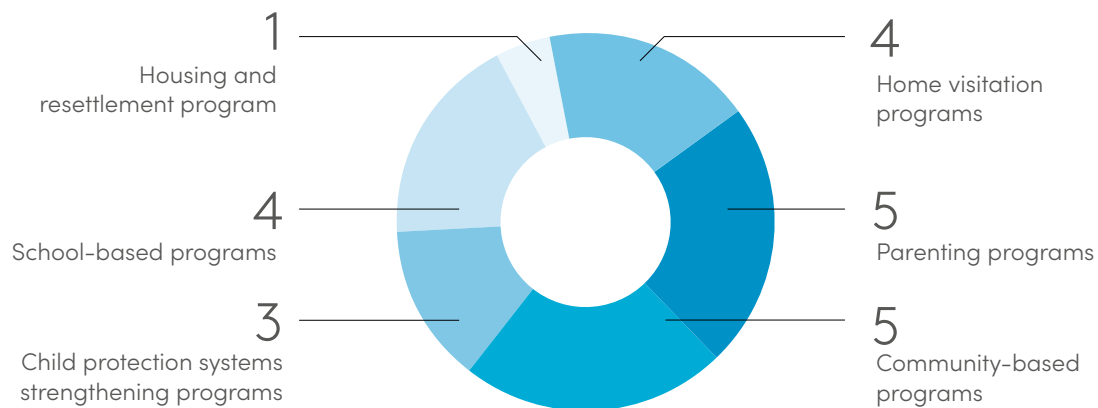
# 1. Snapshot of supported studies

## OVERVIEW OF VIOLENCE PREVENTION INTERVENTIONS

Types of violence addressed by evaluated interventions

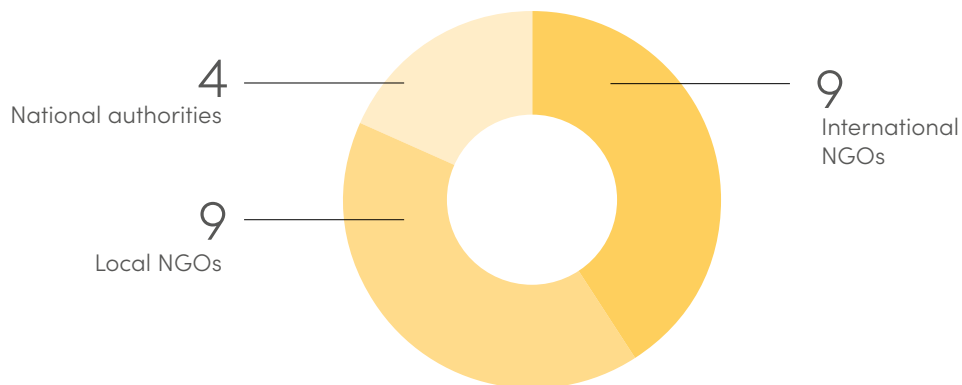


Types of evaluated interventions



## Lead implementing organizations

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## INSPIRE strategies utilized by evaluated interventions <sup>3</sup>

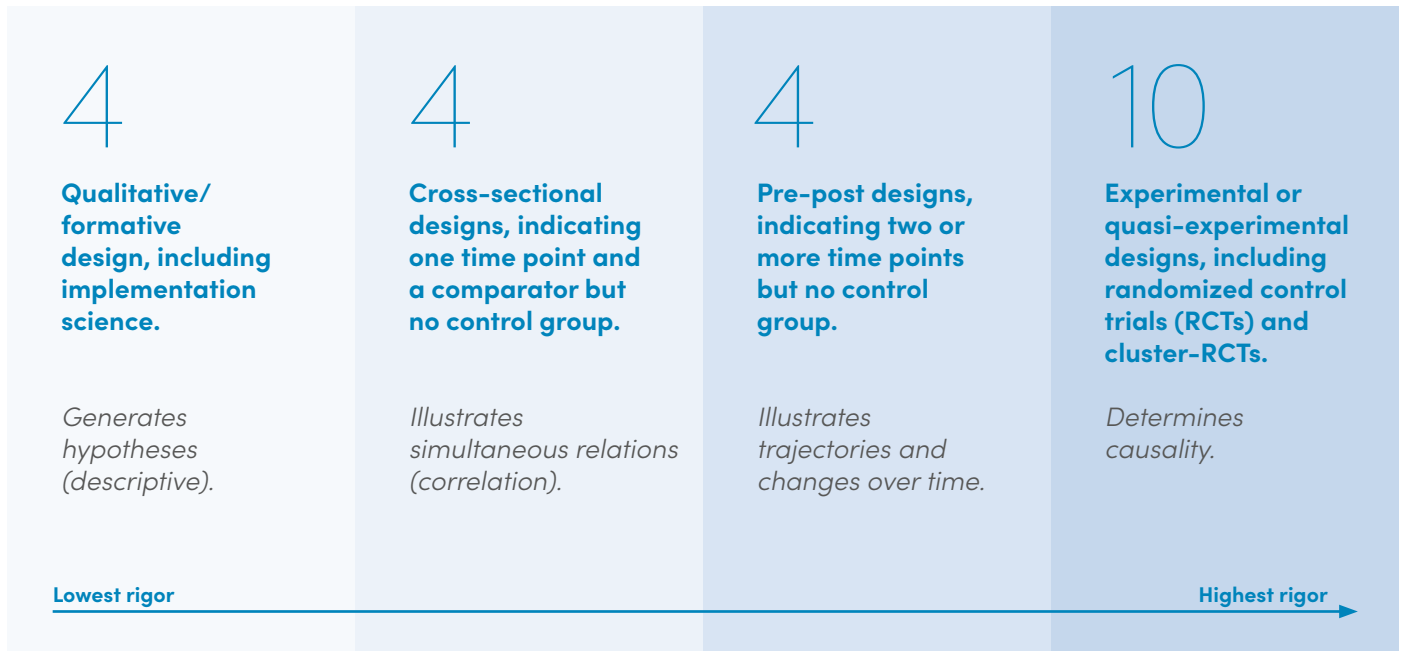
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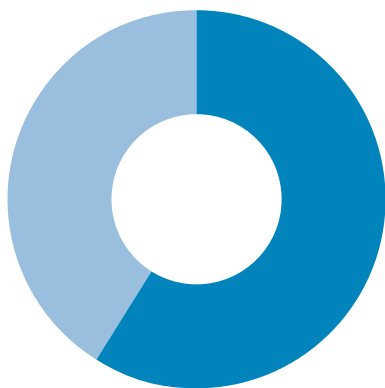
<sup>3</sup> Of the 22 supported studies, 18 were initiated before the creation of INSPIRE. Although all of the studies follow a rigorous research design, not all match INSPIRE's methodologies and bar for evidence. Nevertheless, all the intervention approaches fit squarely into INSPIRE's seven strategies, with most using a combination to achieve positive outcomes for children and families. You can learn more about the INSPIRE strategies to end violence against children at: <https://www.who.int/publications/i/item/inspire-seven-strategies-for-ending-violence-against-children>

# OVERVIEW OF EVALUATION DESIGNS AND METHODS

## Methodologies

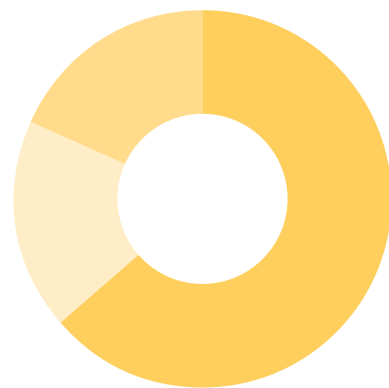


## Lead researchers (local or international)



- **13** Local researchers (lead research organization based in country in which the evaluation took place).
- **9** International researchers (lead research organization based in the Global North).

## Lead research organizations



- **14** Universities
- **4** Independent research institutes
- **4** For-profit consulting firms



## 2. What works: Effective approaches to preventing violence against children

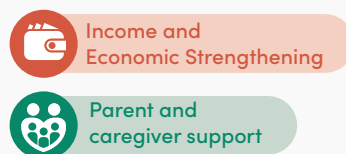
In this section, we highlight four themes comprised of several effective approaches<sup>4</sup> that led to positive outcomes in preventing violence against children. The four themes are:

1. Combining strategies to leverage positive outcomes.
2. Changing norms through knowledge acquisition.
3. Reducing violence to improve other long-term individual and societal outcomes.
4. Unraveling the gendered drivers of violence against children.

### 1. COMBINING STRATEGIES TO LEVERAGE POSITIVE OUTCOMES

Parenting programs can be highly effective, but barriers to participation for parents and caregivers remain one of the greatest obstacles to quality implementation and program fidelity. When combining parenting programs with other support programs, such as housing and income support, we see greater participation in parenting programs and better outcomes for children.

Among evaluations supported over the last decade, a commonly cited challenge for program implementation has been caregiver and parent participation, which is essential to program success (World Health Organization, 2018). A number of barriers to participation may be related to caregivers prioritizing their basic needs (Maslow, 1943; Mendez, 2009). Studies which combined violence prevention interventions with interventions that helped address caregivers' most pressing needs, such as housing security and income support, observed some of the greatest reductions in violence against children.



### [Burkina Faso: Reducing Violence Against Children in Low-Income Settings Through Economic Strengthening and Caregiver Support](#)

Among households experiencing extreme poverty in the Yatenga Province of Burkina Faso, Trickle Up<sup>5</sup> implemented a caregiver and parenting program alongside a household income and economic strengthening intervention. This resulted in a **reduction of the risk of physical and emotional violence against children by nearly 60%** (Ismayilova et al, 2018). While the income and economic strengthening component – known as the “Graduation Approach”<sup>6</sup> – of the Trickle Up program is well established, researchers found that the addition of a violence sensitization component, which can be integrated into the economic strengthening intervention at low cost,<sup>7</sup> significantly improved outcomes for children (Karimli et al, 2020).

<sup>4</sup> Each of these highlighted approaches has been rigorously evaluated and their evidence is scientifically sound. While the Fund has supported evaluations of a diverse array of violence prevention interventions, all of the approaches highlighted in this report are caregiver and parenting programs. To explore all the supported studies, please visit the Evaluation Fund website: [www.theevaluationfund.org/projects](http://www.theevaluationfund.org/projects)

<sup>5</sup> Trickle Up: <https://trickleup.org/>

<sup>6</sup> See more on the Graduation Approach: <https://trickleup.org/approach-to-graduation/>

<sup>7</sup> The approximate per-household direct cost of the economic strengthening intervention is USD \$208 per 2-year program. With the addition of the caregiver sensitization component, it is USD \$228. For more information [click here.](#)



Safe Environments



Income and Economic Strengthening

### Kenya: Improving Child Safety and Security Through Housing Programming

The National Cooperative Housing Union of Kenya (NACHU)<sup>8</sup> together with Rooftops Canada<sup>9</sup> looked at how violence against children could be reduced as an indirect outcome of improvements in living conditions, tenure security, and community development.

Researchers found that improved tenure security and housing conditions led to enhanced privacy and community cohesion, which resulted in **significant improvements in child safety and security** (Mitchell et al., 2016).

Still, study participants reported significant threats to children’s physical and emotional safety and security in Nairobi’s slums (Fatuma et al., 2014). Younger children remained at higher risk of health and environmental threats while older, more mobile children remained at greater risk of physical and sexual violence. While securing improvements in private spaces may support child safety, it is equally critical to address physical and emotional safety in public spaces and within the built environment (World Health Organization, 2018).

## 2. CHANGING NORMS THROUGH KNOWLEDGE ACQUISITION

Knowledge of violence and its effects can influence attitudes and behaviors about its use. Knowledge of child development can also influence attitudes around violent discipline and its effects. By increasing a community’s knowledge of what constitutes positive parenting and positive child development, protective norms can be reinforced, which can be effective in preventing violence against children.

Promoting positive norms and reducing the influence of harmful ones is a critical component of any violence prevention intervention. What qualifies as violence and how it is used in parenting practices remains highly normative; these norms can condone violent punishment as a necessary part of child-rearing, or violence as an acceptable response to conflict in a community (World Health Organization, 2018). For example, whether spanking is considered a form of effective parenting or as violence against children is still widely debated, despite clear evidence of its harm (Ferguson, 2013).



Norms and values



Education and Life Skills



Parent and caregiver support

### Indonesia: Reducing Violence Against Children through a Parenting and Home Visitation Program

Raising awareness of what constitutes violence against children and its negative impacts is a critical first step in any intervention to prevent violence. However, changes in how violence is understood can sometimes yield surprising and nuanced results.

For example, among 20 villages in the West Java Province of Indonesia, Save the Children<sup>10</sup>

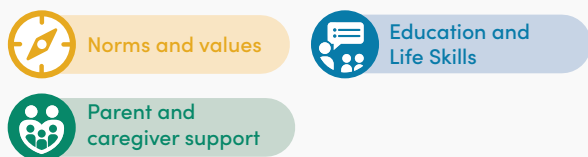
<sup>8</sup> National Cooperative Housing Union of Kenya, <https://www.nachu.or.ke/>

<sup>9</sup> Rooftops Canada, <https://www.rooftops.ca/>

<sup>10</sup> Save the Children Indonesia, <https://savethechildren.or.id/>

implemented the Families First Program with Home Visitation, adapted from the Positive Discipline in Everyday Parenting (PDEP)<sup>11</sup> program. The aim of this program is to prevent violence against young children by gradually moving parents away from physical and emotional punishment towards positive discipline that respects children’s rights and nurtures healthy parent-child relationships.

Following an evaluation of this intervention, **caregivers reported that they were significantly less likely to use positive discipline** than those in the control group (*Reducing Violence Against Children in Indonesia through a Parenting and Home Visitation Program*, 2021). However, rather than this indicating an increase in harsh parenting in the intervention cluster, it may be that parents had acquired a greater understanding of what constitutes as positive parenting and were better able to distinguish whether or not they were doing it, as compared to the control group.



**Uganda: Midwife Home Visiting Program to Improve Child and Family Outcomes**

Deepening parents’ knowledge of child development as well as what constitutes violence can have positive effects on violence reduction, and there are several positive examples of programs that link early childhood development and violence prevention outcomes. One such example is the Community Nurse-Midwifery Early (COME) program, implemented in the Wakiso District of Uganda, which serves at-risk families during the child’s first six years of life through home visitations by trained paraprofessionals.

Evaluators of this program found that **corporal punishment reduced by close to two thirds (60%)** compared to just one third (33%) in the control group. In terms of emotional violence, the intervention resulted in a reduction by more than two thirds (67%) in the use of psychological aggression, and a 63% improvement in the frequent use of non-violent parenting styles.

Parents participating in the program also improved their expectations of child development and were more accepting of their children’s capacities (*Midwife Home Visiting Program to Improve Child and Family Outcomes in Rural Uganda*, 2019).



**Burundi: Confronting Sexual Violence Against Children with Disabilities**

Parenting and caregiver interventions that build knowledge of the diversity of children’s developmental needs, including children with disabilities, can also have positive effects on violence reduction (Fry et al., 2017). An evaluation of Humanity & Inclusion’s Ubuntu Care Project in Burundi, which aims to prevent sexual violence against children with disabilities, highlights how children, parents and community members acquired new knowledge about disabilities, sexual violence and child protection. Evaluators found an **increased awareness that children with disabilities should be treated as equals to those without** (*Confronting Sexual Violence Against Children with Disabilities in Burundi*, 2020).

<sup>11</sup> Positive Discipline in Everyday Parenting, <http://www.positivedisciplineeveryday.com/>

### 3. REDUCING VIOLENCE TO IMPROVE OTHER LONG-TERM INDIVIDUAL AND SOCIETAL OUTCOMES

Preventing violence against children also improves other individual outcomes in health, education and personal attainment, thereby reducing significant long-term societal costs.

Violence against children has enormous consequences on the child, the community, and society as a whole. Beyond the risk of physical injury, violence can lead to stress that impairs the development of the nervous and immune systems, increasing the risk of life-long behavioral, physical and mental health issues (Krug et al., 2002).

According to a 2015 study in China, researchers estimate that the consequences of child maltreatment cost an estimated 1.7% of to China's gross domestic product – 103 billion US dollars – in 2010 alone (Fang et al., 2015). Similar findings were also reported in a US study in 2012, which estimated the total lifetime financial costs associated with just one year of confirmed cases of child maltreatment as approximately \$124 billion (Fang et al., 2012).

Among projects supported by the Evaluation Fund, many point towards positive outcomes beyond violence reduction, including reduced stress and improved mental health among caregivers, and lower rates of depression and improved self-esteem among children.



Income and Economic Strengthening



Parent and caregiver support

[Burkina Faso: Reducing Violence Against Children in Low-Income Settings Through Economic Strengthening and Caregiver Support](#)

Looking again at Trickle Up's intervention, which combines household economic strengthening and caregiver support to extremely poor households in Burkina Faso, researchers not only found a reduced

risk of physical and emotional violence against children, but also **a reduction in reported symptoms of depression and trauma among children, as well as improved self-esteem** (Ismayilova et al., 2018). This tells us that by reducing violence against children, we can expect to see improvements in children's mental health. Were there no impact on mental health, violent punishment would represent a fleeting moment of physical or psychological discomfort. However, we see that violence has an impact on a child's mental health beyond the moment of violence, which can damage a child's development and have consequences into adulthood (Shonkoff et al., 2009).



Parent and caregiver support

[Colombia: Reducing Violence Against Children Through Parent and Caregiver Support in Conflict Settings](#)

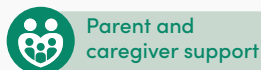
Parenting can be stressful and the pressures of caring can result in poor mental health (Edwards et al., 2009). The International Child Development Programme (ICDP) implemented in the Chocó region of Colombia<sup>12</sup> aims to positively influence parenting by exploring non-violent practices and violence management, thereby reducing the direct and indirect impacts of violence and harsh discipline. Evaluators found that, in addition to a reported reduction of violence against children, **parents participating in the intervention also reported a reduction of mental health issues, dropping from 22.4% to 5.1%** (Skar et al., 2021). This indicates a positive feedback loop between improved mental health for parents and a reduced risk of violence for children (Cooklin, 2009; O'Donnell et al., 2015).

<sup>12</sup> International Child Development Programme, <https://www.icdp.info/about/programme/>

#### 4. UNRAVELING THE GENDERED DRIVERS OF VIOLENCE AGAINST CHILDREN

There is growing evidence of the intersections between violence against women and violence against children. Both share risk factors and both have similar negative health and psychological outcomes for victims. Interventions that address the social norms that condone gender-based violence and gender inequality show positive effects on the reduction of violence against children.

Violence against children and violence against women share risk factors, have compounding consequences across a victim's lifespan, and often co-occur (Guedes et al., 2016). Engaging household members, especially fathers and brothers, in parent and caregiver support interventions appears to be a strong indicator of reductions in rates of violence against women and children (World Health Organization, 2018).



##### [Tanzania: Large-Scale Implementation of a Parenting Programme to Reduce Violence Against Children](#)

In Tanzania, violence against children remains a significant issue, with over 72% of children reporting that they have experienced physical violence before age of 18 (UNICEF, 2011). Parenting for Lifelong Health (PLH)<sup>13</sup> is a suite of open access, non-commercial parenting programs to prevent violence in low-resource settings, and PLH-Teens, known locally as Furaha Teens, has been adapted for Tanzania and delivered since 2020. Following an evaluation of this program, researchers found that, in addition to a 45% reduction in child

maltreatment, **intimate partner violence reduced by 19% and sexual health communication between caregivers and children improved by 86%** (*Large-Scale Implementation of a Parenting Programme to Reduce Violence Against Children in Tanzania*, 2022). This highlights the links between gender, gender-based violence and violence against children.



Parent and caregiver support



Education and Life Skills



Norms and values

##### [Rwanda: Active Coaching for Early Childhood Development: A Father-Engaged Home Visiting Program](#)

In Rwanda, Sugira Muryango<sup>14</sup> is an early childhood intervention that uses active coaching to promote responsive caregiving, play, nutrition and nonviolent interactions among household members, including father engagement. In addition to reducing the incidence of childhood violence, evaluators found **decreases in exposure to intimate partner violence**, including a decrease in male caregivers' reports of violence toward their partner. Among families with a father in the household, **father engagement also increased** more in families receiving the intervention (Betancourt, 2020). Indeed, a growing body of evidence connects increased father engagement (including in childcare) with reductions in intimate partner violence and violence against children (van der Gaag et al., 2019).

<sup>13</sup> Parenting for Lifelong Health, <https://www.who.int/teams/social-determinants-of-health/parenting-for-lifelong-health>

<sup>14</sup> Sugira Muryango, <https://www.bc.edu/bc-web/schools/ssw/sites/research-program-on-children-and-adversity/research-projects/sugira-muryango-strong-families-thriving-children.html>

# 3. Building evidence: Lessons on evaluation design and implementation

When the Evaluation Fund was founded, it aimed to build the evidence base for what works to prevent violence against children in low- and middle-income countries. Over a decade later, the Fund has supported a wide range of violence prevention evaluations deploying a diverse array of study designs, from qualitative process evaluations to rigorous, randomized control trials.

Among the 22 studies supported by the Fund, the quality of evaluation reports and findings varied widely.<sup>15</sup> This section explores what, from a research perspective, caused this variation. It looks beyond the outcomes of the evaluation (“To what extent did the intervention reduce violence against children?”) and hones in on three main factors related to the quality of the evaluation design and implementation: localization and capacity strengthening, quality of researcher-practitioner partnerships, and the robustness of research uptake strategies.

## LOCALIZATION AND CAPACITY STRENGTHENING

Locally-led violence prevention research in the Global South ensures contextually relevant and appropriate programming. Investment in locally-led research should also prioritize strengthening local research capacity in order to break down knowledge hierarchies and ensure robust findings.

Supported evaluation projects were comprised of researcher-practitioner partnerships, which sometimes included international NGOs and Global North researchers. Over the years, the Evaluation Fund put greater emphasis on supporting locally-led researcher-practitioner teams, recognizing that data, knowledge and capacity strengthening through these studies

should remain in-country. This helps to ensure that evidence is demand-driven, contextually relevant and owned by the actors who must use this evidence to influence policy and practice on the ground (Kok, 2017).

Among the 22 supported studies, just under two thirds were led by local researchers, meaning that the principal investigator was based in the country in which the evaluation took place. This emphasis on localization was made explicit in the Fund’s final grant-making cycle, where only teams led by local researchers and local practitioners were eligible to apply.<sup>16</sup>

Across the studies, more rigorous evaluations correlated with greater involvement of international researchers. This correlation between quality and researcher location can be attributed to a number of factors, including the existence of limited opportunities for locally-based researchers to receive direct funding, and a lack of investment in violence prevention research generated in the Global South, particularly in the period before the foundation of the Evaluation Fund (World Health Organization, 2010). It indicates that more investment should be targeted at prioritizing local knowledge and strengthening local research capacity (Lannen et al., 2020).

During the years of its operation, the Evaluation Fund developed several initiatives to strengthen the capacity of local researchers. In the Fund’s first call for proposals, small cash grants were provided for selected shortlisted applicants to support additional technical assistance to develop their full evaluation proposals. In most cases, the same individual or organization identified to assist in the development of the proposal was also included in the full evaluation proposal as principal investigator. While this did not seem to correlate with more robust findings in final reports, it did appear to contribute significantly to knowledge transfer and capacity strengthening for the local research team and implementation partner, especially in terms of developing stronger research designs and proposals.

<sup>15</sup> Each completed study went through a quality assessment process, similar to a peer review, in which independent researchers validated analysis and reported findings. Each evaluation report was then rated for quality along a scale of confidence. Among supported studies, there was a roughly equal distribution across the scale, which ranged from low to high confidence.

<sup>16</sup> The Evaluation Fund’s third and final call for evaluation proposals can be read here:

<https://theevaluationfund.org/2019/06/13/east-africa-call-for-proposals/>

## RESEARCHER-PRACTITIONER PARTNERSHIPS

The quality of the relationship between the researchers evaluating a program and the practitioners implementing it is critical to ensuring valid and useful results for both the implementing organization and to the field of violence prevention.

In the Fund's second call for proposals, a select number of shortlisted applicants could apply for a mentorship program. These applicants were provided a tailored list of external researchers with whom they could work to strengthen their proposals and, if selected, could continue working with over the duration of their project. Most applicants participating in the mentorship program submitted high quality research proposals that were selected for funding. However, the level of engagement and support provided by the mentor greatly varied by project. In retrospect, greater incentives could have been provided to support capacity strengthening throughout the duration of the project.

As discussed in greater depth in the next section, in the Fund's final call for proposals, capacity strengthening was streamlined through an accompaniment program that focused primarily on research uptake, rather than technical support related to research design and implementation. As a result of this accompaniment program, all project teams developed robust research uptake strategies that guided them in communicating their findings and advocating for policy change at national and sub-national levels.<sup>17</sup>

In each of these support mechanisms, investment in capacity strengthening was limited as selected projects were expected to already have the necessary research capacity in place to implement their proposal at the grant's onset. Looking back, there could have been stronger accompaniment of projects as well as greater provision for capacity strengthening – both before and during project implementation – which might have further strengthened the Fund's localization efforts as well as the robustness of final results.

Further to this point, in many cases where international researchers led the evaluation, there appeared to be limited knowledge and capacity transfer from international to local researchers, who often were not credited on the reports and publications. In hindsight, additional opportunities should have been provided for local researchers to take leadership roles throughout the project cycle, to ensure they gained visibility and credit as equal partners in supported projects, as well as ensuring knowledge transfer as a key outcome of the grant.

During the Fund's calls for proposals, all applicants had to apply as a partnership comprised of researchers (evaluators) and practitioners (implementing organization of the program to be evaluated). Each project included a lead organization, which took overall responsibility for the project and managed the grant and sub-contracting.

From the Fund's experience, the quality of the researcher-practitioner partnership directly correlates with the quality of the findings. For example, researchers who worked closely with the implementing organization to co-develop or refine their theory of change ensured that evaluation questions were significant for the program as well as methodologically robust and relevant for the field. When building researcher-practitioner partnerships for evidence generation, it is advisable that time and budget are allocated to build out new or revised evidence-based theories of change and determine together what type of evaluation best fits the circumstances, given prior evaluations or the maturity of the program.<sup>18</sup>

While the Fund was mindful when selecting partnerships, projects may have benefitted had the Fund played a stronger brokering role between researchers and practitioners. In addition to providing the space, time and resources necessary to building and strengthening these partnerships, the Fund could have facilitated these partnerships over the duration of the projects to ensure they remained mutually beneficial and equitable.

<sup>17</sup> A short brief on this research uptake accompaniment program can be explored at:

<https://theevaluationfund.org/2022/09/06/research-uptake/>

<sup>18</sup> For an excellent example of a researcher-practitioner partnership, you can explore the case study of an evaluation in Indonesia:

<https://theevaluationfund.org/2019/07/11/it-takes-three-to-tango-blog/>



## DISSEMINATION, COMMUNICATIONS AND RESEARCH UPTAKE

A key challenge in tackling violence against children at scale is getting the right evidence at the right time to the right stakeholders. This requires a shift in the way research is traditionally commissioned and implemented by putting the end users of that information in the driver's seat, and breaking down the knowledge hierarchies that can separate practice, policy and research.

The Evaluation Fund has spent the last decade supporting evidence generation on what works to prevent violence against children in low- and middle-income countries. While the Fund has contributed to this evidence base, there is less clarity on how this body of research has informed the policy and practice required to address violence against children at scale.

From an academic perspective, the dissemination of findings from projects supported by the Evaluation Fund has been limited. Of the 18 studies selected in the first two calls for proposals, five have had their findings published in peer-reviewed journals.<sup>19</sup>

Beyond academic audiences, there has been little emphasis placed on influencing practice or policy, either within proposals or in final reports. This may have been due to limited funds to support research uptake, or insufficient advocacy capacity within teams to drive it forward.

In the Fund's final grant-making cycle in 2019, deliberate attention was placed on research uptake. This call for proposals was launched in Tanzania and Uganda, and selected evaluations were expected to build on respective National Plans of Action to end violence against children and to influence in-country policy and practice.<sup>20</sup>

To support this ambition, the Fund developed a one-year accompaniment program on research uptake. As opposed to only focusing on the dissemination of findings, research uptake is an iterative process that bridges research, policy

and practice and is built and nurtured over the duration of a project, from inception to publication and beyond.

By the end of the program, each project team had developed a robust research uptake strategy, which mapped key stakeholders and outlined a coherent pathway for how evidence built through their evaluation would inform policy and practice in Tanzania and Uganda. Beyond these strategies, project partners incorporated research uptake as a strategic pillar into their other projects. In some cases, the research uptake strategy templates used during this accompaniment program have been adopted at the organizational level.

This approach to research uptake has served as a positive example to the research community for how to involve practitioners and researchers in co-designing uptake plans with the target stakeholders in mind from the beginning of an evaluation project. Future research funding in the field of violence prevention should include research uptake as a key project outcome – one which requires deliberate resourcing in terms of both human capital and appropriate budget allocation.<sup>21</sup>

<sup>19</sup> The Fund has launched three open calls for proposals: in 2011, 2012 and 2019. Of the studies that have been completed, this figure only represents peer-reviewed publications that have been brought to the attention of the Fund. It is possible that more projects have been published without the Fund's knowledge. Four of the studies selected in the final call only wrapped in mid-2022, and at the time of writing, have therefore not (yet) reported peer reviewed publications.

<sup>20</sup> Explore the selected projects at <https://theevaluationfund.org/2020/10/07/four-new-vac-evaluations-projects-tanzania-uganda/>

<sup>21</sup> To read more about the accompaniment program and lessons learned, please visit <https://theevaluationfund.org/2022/09/06/research-uptake/>



# Conclusion

The Evaluation Fund: Reducing Violence Against Children was founded in recognition that violence prevention interventions should be evidence-based, culturally relevant and contextually appropriate. Since 2011, the Evaluation Fund has helped to grow the evidence base of what works to prevent violence against children in low- and middle-income countries.

It is estimated that half of all children aged between 2-17 years suffer some form of violence each year (World Health Organization, 2020). While great strides in preventing childhood violence have been made, the Covid-19 pandemic created major setbacks on progress for children's rights. An estimated 463 million children – a third of the world's school children – were unable to access remote learning during the height of the pandemic (UNICEF, 2020). This disproportionately affected children in poverty (UNICEF, 2020) with girls especially facing increased risk of physical and sexual violence, child marriage, child labor and trafficking (UNESCO, 2020). Studies indicate that violence against children increased during the pandemic (Peterman, 2020), and while nearly 1 billion children lived in poverty before Covid-19, this figure has since risen by 10% as a result of the pandemic (World Bank Group, 2021) and is set to rise further as the global crises in food and energy take hold and inflation begins to bite.

Children deserve to live free from violence. To reach 2030 Sustainable Development Goal 16.2 to “End abuse, exploitation, trafficking and all forms of violence against and torture of children,” greater support for parents, schools, communities and governments is required.

Through meaningful partnerships, quality research, and strong research uptake strategies that influence policy and practice, we can make a violence-free childhood a reality for all.

***By working together, we can end all forms of violence against children.***

# Evidence briefs

## AN AT-A-GLANCE REVIEW OF THE KEY FINDINGS AND LESSONS FROM SUPPORTED EVALUATIONS

**Burkina Faso:** Reducing Violence Against Children in Low-Income Settings Through Economic Strengthening and Caregiver Support. [link to the brief](#)

**Kenya:** Improving Child Safety and Security Through Housing Programming [link to the brief](#)

**Indonesia:** Reducing Violence Against Children through a Parenting and Home Visitation Program. [link to the brief](#)

**Uganda:** Midwife Home Visiting Program to Improve Child and Family Outcomes. [link to the brief](#)

**Burundi:** Confronting Sexual Violence Against Children with Disabilities. [link to the brief](#)

**Colombia:** Reducing Violence Against Children Through Parent and Caregiver Support in Conflict Settings. [link to the brief](#)

**Tanzania:** Large-Scale Implementation of a Parenting Programme to Reduce Violence Against Children. [link to the brief](#)

**Rwanda:** Active Coaching for Early Childhood Development: A Father-Engaged Home Visiting Program. [link to the brief](#)

**Dominican Republic:** Reducing Violence against Young Children: Lessons from Comprehensive Community-Based Interventions. [link to the brief](#)

**South Africa:** An Innovative Approach to Reducing Recidivism among Child Sexual Abusers. [link to the brief](#)

**Uganda:** Can Children be Active Agents in Violence Prevention and Response? Evidence from the Empowering Communities to Protect Children Evaluation Project. [link to the brief](#)

**Uganda:** Adapting for Impact at Scale Lessons for streamlining Raising Voices' Good School Toolkit. [link to the brief](#)

**Uganda:** Reducing Violence Against Children: Lessons from a Community-Based Approach in post-Conflict Settings. [link to the brief](#)

**Ethiopia:** Ending Gender-based Violence Against Children: a Systems Approach to Community Engagement. [link to the brief](#)

**Jordan:** Outreach and Curriculum Program Succeeds in Reducing Violence Against Refugee Girls. [link to the brief](#)

**Albania:** A school-based intervention reduces physical violence against children. [link to the brief](#)

**China:** Reducing Physical & Sexual Violence Against Children in Fuxin: A School-Based and Parenting Program [link to the brief](#)

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