

What are the opportunities to interrupt the cycle of violence throughout the lifecycle? How can we measure success?

1. Problem:

Witnessing or experiencing violence as a child is linked with:

- later use of violence against women in adulthood, and
- bullying in school and use of aggression in dating relationships for boys (Ehrensaft & Cohen, 2012)

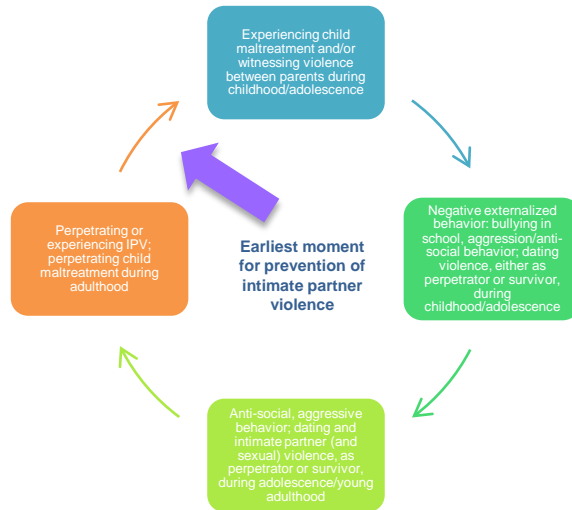
High prevalence of childhood exposure to violence: From IMAGES 6-country study on men's experiences of violence:

- 26%-67% experienced childhood physical violence,
- 16%-44% witnessed their mother being beaten,
- 34%-79% experienced bully and physical punishment by teachers (Contreras et al, 2012)

Gaps:

- Linking programming for child and adult experiences of violence
- Evidence of what works to interrupt cycle, especially in low-and middle-income countries

2. The Cycle of Violence



Best time to intervene for all issues: far "upstream" in a way that prevents violence in general and challenges patriarchal norms that maintain men's power over women ("hegemonic masculinity")

4. Measurement:

Do interventions have an effect on preventing violence at all stages of the life cycle, AND interrupt its use from one generation to the next?

What desired changes should we measure along the way?:

- GBV between and by parents
- Child maltreatment
- Behaviors rejecting traditional gender norms
- Levels and manifestations of violence at school as related to children's earlier experiences of violence at home
- Children's resilience to violence (as evidenced by academic outcomes and their conduct in intimate relationships during adolescence and beyond)

3. Strategies by entry point:

Child witnesses or experiences violence at home	<ul style="list-style-type: none"> • Psychological support and behavioral interventions
Bullying in school; aggressive/anti-social behavior	<ul style="list-style-type: none"> • Peer mediation, supervision of students, & parenting skills for caregivers (Ttofi & Farrington, 2011). <i>Example: Second Step</i> • Youth challenge inequitable gender norms. <i>Examples: RENACER; ACRE</i>
"Dating"/early intimate relationship violence	<ul style="list-style-type: none"> • School based: healthy relationship knowledge and skills, address dating violence norms and harmful gender norms, awareness of community services, communication and conflict resolution skills • <i>Example: Safe Dates, Choices</i>
Child maltreatment	<ul style="list-style-type: none"> • Training on parenting and child management skills, especially harsh parenting, media messaging on positive parenting • <i>Examples: The Incredible Years; Triple P Positive Parenting Program</i>
Intimate partner violence (IPV)	<ul style="list-style-type: none"> • Challenging inequitable gender norms, supporting women and girls' empowerment and non-violence for men and boys, couple's communication and relationship skills building • <i>Examples: IMAGE, Stepping Stones, SASAI, EMERGE, Young Men Initiative, Choices</i>

5. Recommendations:

- Focus on **early prevention**. This "upstream" approach includes targeting IPV and child maltreatment at home;
- Ensure community engagement, and include **psycho-social support and behavioral interventions** like non-violent conflict resolution, problem-solving, self-regulation and peer mediation to address the consequences of violence youth may have already experienced;
- Integrate **tutoring and mentoring** components to help girls and boys achieve academic success and to have older youth or adults act as positive role models;
- Incorporate elements of contextually-appropriate **"dating" violence** interventions;
- In formal and non-formal education settings expand interventions to include training for parents and other community members since schools are often community-gathering spots;
- Integrate components for **parents and couples** such as positive reinforcement, negotiation skills, non-violent disciplinary methods, problem-solving and non-violent conflict resolution to prevent child maltreatment and IPV.