SYNERGIA

FRAMEWORK FOR CHANGE

Reducing children and young people's experience of violence

Report #1: Framework Description

Report to ACC

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Contents

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1. INTRODUCTION

1.1 Violence in New Zealand

Violence is the "intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation[1]." This broad term includes many types of violence including intimate partner violence, child abuse and neglect, and sexual violence.

The number of children experiencing violence in New Zealand is too high. Unicef (2003) reported New Zealand as having the 6th worst record on child deaths from abuse and neglect[2]. In a national survey 7% of secondary school students reported witnessing adults at home physically hurting each other and 14% reported adults at home physically hurting children[3].

The harms and costs of violence are considerable and long-lasting. Children who witness inter-partner violence between their parents at a young age, are at higher risk of being diagnosed with anxiety or depressive disorders by the age of 21[4]. Suicidal behaviour in children and young people is strongly linked to physical and sexual abuse[5]. Experiencing violence itself has the potential to create more violence. For example, research has found that those who had experienced neglect and abuse as children were more likely to commit abuse in intimate relationships[6].

Different types of violence are closely related. Previous research has indicated:

- Victims of one form of violence are more likely to experience other forms of violence.
- People who have been perpetrators of violence in one context are likely to be violent in another context.
- Different forms of violence share many common adverse health and social consequences including increased risk of depression, anxiety, suicide, chronic health conditions, and problems with stress, finances, employment, and family.
- Different forms of violence share common risk and protective factors such as economic opportunities, gender norms, and connections to caring adults. It should be noted that while there are many common risk factors, there are also some risk or protective factors that are more closely associated with one form of violence[7].

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[1] Krug EG et al., eds. World report on violence and health. Geneva, World Health Organization, 2002.

[2] UNICEF. 'A league table of child maltreatment deaths in rich nations', Innocenti Report Card No.5, September 2003. UNICEF Innocenti Research Centre, Florence

[3] Clark, T. C., Fleming, T., Bullen, P., Denny, S., Crengle, S., Dyson, B., Fortune, S., Lucassen, M., Peiris-John, R., Robinson, E., Rossen, F., Sheridan, J., Teevale, T., Utter, J. (2013). *Youth'12 Overview: The health and wellbeing of New Zealand secondary school students in 2012.* Auckland, New Zealand: The University of Auckland https://www.fmhs.auckland.ac.nz/assets/fmhs/faculty/ahrg/docs/2012prevalence-tables-report.pdf

4 Martin, J, J Langley and J Millichamp (2006) "Domestic violence as witnessed by New Zealand children". The New Zealand Medical Journal 119(1228). Retrieved 3/3/06, from http://www.nzma.org.nz/journal/119-1228/1817/.

5 Beautrais, A (2001) "Child and young adolescent suicide in New Zealand". Australian and New Zealand Journal of Psychiatry, 35:647–653

6 Straus, M and S Savage (2005) "Neglectful behavior by parents in the life history of university students in 17 countries and its relation to violence against dating partners". Child Maltreatment, 10(2):124–135.

[7] *Preventing Multiple Forms of Violence: A Strategic Vision for Connecting the Dots.* Atlanta, GA: Division of Violence Prevention, National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, 2016.

Most violence is predictable and preventable, with a number of risk and protective factors strongly associated with violence within given populations[8]. These risk and protective factors do not act in isolation and can play out differently in specific contexts or circumstances[9]. Therefore, these factors are not reliable predictors of violence in isolation. Rather, they need to be understood through their connections with one another and with their context.

The current New Zealand violence sector lacks strong integration and alignment across separate components. The Family Violence Death Review Committee (2014) describes it as "a fragmented assortment of services and initiatives - a system by default rather than design[10]." They attributed the fragmentation of the sector to a historical perception that family violence was a marginal issue.

Today, family violence is described as a serious and complex issue. It is a "wicked problem" with multiple causes and consequences that requires a multi-sectoral response. In 2014, a ministerial group on family violence and sexual violence was introduced with the intention of strengthening the response to violence.

1.2 Developing a framework for change

The success of violence prevention efforts must recognise the dynamic interconnection between different risk and protective factors with the contexts within which people live. Preventing violence from occurring before it happens would also save costs across the board – costs to potential victims and perpetrators, costs to service providers, and ultimately, costs to society. In recognition of this need and the potential benefits of a comprehensive and connected response to reduce children and young people's experiences of violence, ACC sought to commission a suitable provider to develop a Framework for Change.

In May 2016, Synergia was successful in responding to a competitive tender process from the Violence Portfolio[11] at ACC to develop a Framework for Change to reduce children and young people's experiences of violence. The proposal was for an initial phase of work designed to draw on the literature and insights from sector experts to identify 'what do we know?' about children and young people's experiences of violence.

1.2.1 Purpose of the Framework

The purpose of this report is to provide an evidence-based framework for current and future interventions addressing violence to aid decision making, as well as justification for funding/support. The framework needs to support ACC in achieving their goal of supporting children and young people to experience safe, healthy and respectful relationships. Specifically, the Framework is required to:

1. Provide a systems view of current knowledge relating to spheres of influence and drivers of change.
2. Identify current initiatives in play, their effectiveness (if known), and how they map onto the systems view of current knowledge.

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8 Krug, Etienne G., et al. "The world report on violence and health." The lancet 360.9339 (2002): 1083-1088.
9 Gulliver, P., and Fanslow, J. (2016). *Understanding research on risk and protective factors for intimate partner violence.* Auckland, New Zealand: New Zealand Family Violence Clearinghouse, University of Auckland.
10 Family Violence Death Review Committee, 2014. Fifth Report: January 2014 to December 2015.
11 The Violence Portfolio's remit includes sexual violence prevention, family violence including child abuse, and suicide prevention. This remit reflects the current understanding and evidence on the coexistence of family violence, child abuse, sexual violence, and self-harming and suicidal behaviours.

The framework needs to recognise the importance of generational change and a strengths based approach. In the past, ACC's violence prevention efforts have been primarily targeted within the secondary and tertiary sphere, providing services for the long term support and treatment after violence has occurred. With this shift, the primary prevention of violence allows for the achievement of happy and healthy individuals, families and communities through the avoidance of harm in the first place.

An effective framework should also recognise the interrelatedness of the different types of violence and the importance of alignment between responses (both within ACC and with other agencies). It is also anticipated that the framework will help guide and inform the role and goals of the ACC violence portfolio within the sector.

To achieve this, it was recognised that any analysis would need to move beyond a basic list of key risk factors or interventions that do little to move us beyond individualised or programmatic understandings of violence and its prevention. A systems-thinking approach was proposed to identify the interconnections, across and between risk and supportive factors, and the impact of those connections upon children and young people's experiences of violence.

1.2.2 Using a systems-thinking approach

As noted by the CDC (2014), the multiple forms of violence can all; "take place under one roof, or in a given community or neighbourhood and can happen at the same time or at different stages of life[12]." Tackling these different forms of violence independently of the others, ignores their overlapping causes and the underlying set of factors that can protect people and communities. It is important therefore, if we are to be more successful at addressing violence in all its forms, that we understand this system of interconnected factors.

From this perspective, to understand what can be done to address violence in New Zealand we need to take a systems approach. In its essence that means we need to understand the context, and the connections within that context that affect violence and in which any policies take effect. Thus, if a systems perspective is to provide more than just a change in language, it is important that the system is placed centre-stage in our analysis and in our recommendations. This means that we have to gain some clarity on how we think about the 'violence system' and the properties within it that influence violent behaviour and peoples' response to it.

The proposition underlying systemic approaches to social change is that significant changes come from developing coherence and alignment across the different and complex interactions that form the 'system of violence'. A programmatic approach on the other hand, no matter how significant and effective any specific programme is, will eventually butt up against other components of the system, limiting their reach and effectiveness (Supovitz, 2005).

This is not to say that a programme focusing on, for example, sexual violence is inappropriate, or too narrow in its focus. What a systems approach is saying, however, is that ACC and other agencies cannot afford to focus on discrete programmes alone.

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[12] *Preventing Multiple Forms of Violence: A Strategic Vision for Connecting the Dots.* Atlanta, GA: Division of Violence Prevention, National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, 2016.

Regardless of each programme's merits, a long-term focus on reducing violence in our society has to see the system as a whole, recognising and valuing the contribution of individual programmes, while accepting that to be successful ACC must go beyond them.

The Framework for Change described in this report, while acknowledging the importance of effective programmes, is designed to provide ideas and tools to support the ACC Violence Prevention Portfolio in leading a broader, systemic perspective to reduce children and young people's experiences of violence.

A full description of the method used to develop this Framework is provided in Appendix 1: Approach and methods.

1.3 Structure of this document

This document presents the findings from the analysis of the literature, subject matter interviews and workshop in a Framework for Change. The report is supported by figures, tables and questions that can be used to guide ACC and other key players in making investment decisions to reduce children and young people's experience of violence.

Following this introduction, the report defines the scope of the Framework and provides a brief understanding of the current context and evidence which informed the design of the Framework. The Framework itself is then prefaced by an overview which leads into two key components: spheres of influence and drivers of change, and a systems theory of change. Considerations for targeting and evaluation are also presented. Finally, the implications of utilising the Framework for programme and system design are shared.

Key terms used in this document are described in appendix 2.

2. UNDERSTANDING THE CURRENT CONTEXT AND EVIDENCE

2.1 Understanding the current system

The current violence prevention sector in New Zealand involves a range of organisations, stakeholders, initiatives and programmes across the government, public and NGO sectors. A review of the whole violence prevention sector was beyond the scope of this Framework. Rather, the review focused on the stakeholders and programmes in the government sector. An overview of the government-based violence prevention sector is mapped in Figure 1**Error! Reference source not found.** and a short description of each of these current initiatives and programmes is provided in Appendix 3: Description of current initiatives.

Figure 1: Overview of government departments, key stakeholders, initiatives and programmes in the violence prevention sector
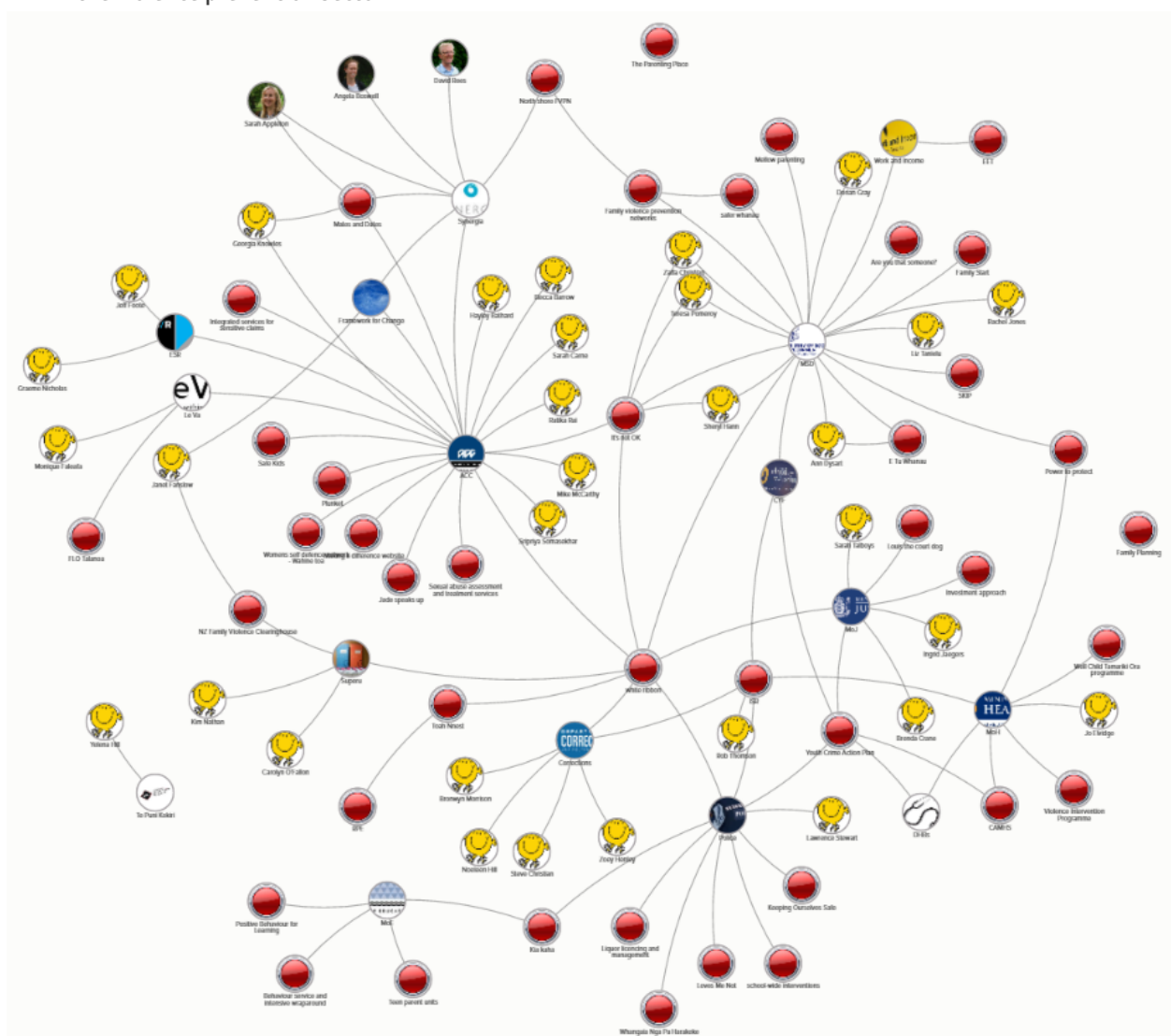
An initial glance at the stakeholder map highlights that, at least at a senior and policy level, most government departments appear to work mostly independently of each

other, with clusters of stakeholders and actions around each. There are only a few actions that bring together multiple organisations. These include the Integrated Safety response (ISR) pilot, White Ribbon, and the Youth Crime Action Plan. Some other actions are a collaboration between two organisations, for example, It's not OK, Kia Kaha, and Power to Protect.

While it is possible that there is a lot more connection between departments at the operation level, the map does reinforce the widely held view that the disconnected nature of these organisations and their associated programmes adds to the fragmentation of the violence sector. Each programme may be developed with good intentions, informed by evidence and may be shown to be highly effective in achieving their intended outcomes. However, individual programmes do not create large scale social change. They need to be a connected part of a violence system with a shared vision and strategy about how to get there.

The silo approach illustrated by this map evidences the need to improve the connection and alignment between government departments and their violence prevention initiatives.

2.2   Evidence on spheres of influence

Children and young people can experience violence as a victim, perpetrator, witness or bystander. This violence could be directed from them or towards them, a family member or friend, a member of their community or wider society. This violence could be a one-off incident or a pattern of behaviour or abuse. When children and young people are the victims or witnesses of ongoing abuse or violence, the harms are significant. For example, a report by the World Health Organisation (WHO, 2002) identifies 34 health consequences of child abuse including physical, sexual and reproductive, psychological and behavioural, and long term health consequences such as cancer and ischemic heart disease. Reducing children and young people's experiences of violence is important to reduce these harms and their impact on an individual's life course.

A review of key literature sources and interviews with experts in the field of family violence were used to identify what we know about children and young people's experiences of violence.[13] This was designed to identify both international and local evidence on children and young people's experiences of violence. It was also anticipated that existing evidence would support the framework to identify opportunities and ideas to support violence prevention. When reviewing this evidence, it became apparent that the literature is characterised by multiple conceptual models of violence, and often focuses on intimate partner violence (IPV) or children and young people's experiences of IPV. This highlighted the importance of integrating the insights from the sector experts shared through an interview or sector engagement workshop. This section focuses on a high level summary of the literature, Section 3 uses causal loop diagrams to integrate the insights from the sector with the themes from the literature.

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[13] We would like to acknowledge the value of the insights provided by the sector experts, as well as the work of the researchers in the literature. We would particularly like to recognise the extensive work and expertise of the New Zealand Family Violence Clearing House.

2.2.1 Risk and protective factors

When exploring people's experiences of violence, the literature identifies a range of risk and protective factors. A protective factor has been defined as "an aspect of personal behaviour or lifestyle, an environmental exposure, or a hereditary characteristic that is associated with a decrease in the occurrence of a particular disease, injury or health condition"[14]. A risk factor has a similar definition but would increase the occurrence of a particular disease, injury or health condition.

The literature suggests that people with certain risk factors are more likely to be victims or perpetrators of violence, although not everyone identified as 'at risk' will become involved in violence.[15] The literature on risk and protective factors is substantial and factors vary by different populations e.g. age and ethnicity. Table 1 identifies some of the risk and protective factors that affect children and young people's experiences of violence.

Table 1: Sample of risk and protective factors influencing children and young people's experiences of violence[16]

Risk Factors	Protective Factors
Societal or community	**Societal or community**
• Norms, particularly gender and culture	• Connectedness
• Deprivation and associated factors	• Access to mental health and substance abuse services
• Media violence	• Economic supports
• Low community response	• Supports for prosocial development
Relationship and individual	
• Social isolation	**Relationship and individual**
• Poor parent relationship/conflict	• Family support or connectedness
• Gangs/anti-social peers	• Association with pro-social peers
• Previous experiences of violence	• Connection/commitment to school
• Childhood trauma	• Problem solving skills
• Low income/unemployment	
• Low self-esteem	
• Young age	
• Alcohol and drug use	
• Mental health	
• Antisocial personality traits	

A report from the World Health Organisation in 2002 identifies risk factors for youth violence and for child abuse and neglect. This review identifies some of the differences,

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[14] Gulliver, P., and Fanslow, J. (2016). *Understanding research on risk and protective factors for intimate partner violence.* Auckland, New Zealand: New Zealand Family Violence Clearinghouse, University of Auckland.
[15] Centres for Disease Control and Prevention. (2016). Intimate Partner Violence: Risk and protective factors. https://www.cdc.gov/violenceprevention/intimatepartnerviolence/riskprotectivefactors.html
[16] Compiled from the review of a range of literature, for example: Krug et al, 2002; CDC, 2016; Gulliver & Fanslow, 2016; Artus & Niemi, 2016; Jewkes, 2012, and stakeholder interviews.

as well as the similarities, in the risk factors for children and young people becoming involved in youth violence and/or experiencing family violence.

The review by the WHO (2002) identifies some differences in terms of individual characteristics (Table 2). Their review, along with the work of others, and the insights from the sector interviews, however, also identifies some of the similarities in the risks and subsequent protective factors that can reduce children and young people's experiences of violence. In particular, the table highlights the role of social structures and supports, such as family or other social support, and social inclusion. The role of community and societal factors also highlights the importance of moving beyond individual or family focused responses to achieve a reduction in or to prevent violence. This offers insights into valuable 'social change' strategies and changes that can be undertaken at a community or societal level by local organisations and Government agencies. For example, the risk factors highlight the role of political structures, including the welfare and justice system.

Table 2: Comparison of the risk factors for youth violence, and child abuse and neglect[17]

Risk factors for youth violence	Risk factors for child abuse and neglect
Individual • Biological characteristics – complications with pregnancy or birth • Psychological and behavioural – impulsiveness, poor behaviour and attention problems, low intelligence and educational achievement	**Individual** • Age • Gender • Special characteristics – premature, twins, disability.
Relationship factors • Family influences – poor monitoring and supervision, harsh punishment, parental conflict • Family structure • Low socio-economic status **Peer influences** • Delinquent friends	**Care giver and family** • Gender (depending on type of abuse) • Family structure and resources • Family size and household composition • Personality and behavioural characteristics • Prior history of abuse • Violence in the home • Stress and social isolation • Substance abuse
Community factors • Presence of gangs, guns and drugs • Social integration	**Community factors** • Poverty • Social capital (cohesion and solidarity)
Societal factors • Demographic and social changes • Income inequality • Political structures – particularly legal and those offering social protection	**Societal factors** • Cultural values and norms • Gender and income inequalities • Child and family policies e.g. parental leave

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[17] Krug EG et al., eds. World report on violence and health. Geneva, World Health Organization, 2002.

• Cultural influences – norms and values of society	• Preventative healthcare for children • Strength of social welfare system • Social protection and responsiveness of criminal justice system • Larger social conflicts and war

When reviewing risk and protective factors for intimate partner violence, Gulliver and Fanslow (2016) remind us that while the international literature does identify a common set of factors that are strongly associated with experiencing violence, *"these are not the only factors that influence of likelihood of violence occurring"*[18]. The authors go on to note that violence is typically the outcome of the interaction of many different factors, including individual, relational, community and societal factors. The authors also highlight the role of social norms and context in violent behaviour noting that *"violence is a behaviour which is governed by choice, with decisions and actions influenced by societal attitudes about what is considered acceptable behaviour"*[18]. This suggests that while risk and protective factors are strongly associated with violence, they are not reliable predictors of violence in isolation.

To recognise the interaction and dynamic relationships between the risk and protective factors for the different types of violence that a child or young person may experience, this framework draws on the notion of spheres of influence. This framing is designed to enable us to recognise the groups of interrelated and interactive factors, including risk and protective factors, developmental stage and context, that contribute to a child's likelihood of experiencing violence. Spheres of influence allow us to recognise that risk and protective factors do not act in isolation and can play out differently in specific contexts or circumstances. Different factors are interrelated and influence others. The systems-based approach used in developing this Framework focuses on the relationships between factors to identify spheres of influence and drivers of change. This is important for identifying ideas and responses that recognise the influence of risk and protective factors and the value of individual programmes, but this level of focus to adopt a system response to reducing children and young people's experiences of violence.

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[18] Gulliver, P., and Fanslow, J. (2016). *Understanding research on risk and protective factors for intimate partner violence.* Auckland, New Zealand: New Zealand Family Violence Clearinghouse, University of Auckland.

3. MULTILEVEL FRAMEWORK

3.1 Overview

The purpose of the multi-level framework is to utilise the best literature and experience available to provide ACC with a tool to assess current and future investment decisions. We have designed it as a multi-level framework as there will be different requirements for different decisions. Some decisions may require checking proposed interventions to ensure basic requirements are met, others may require a more detailed review before any decision is made. Other uses could include the proactive use of the Framework to inform the design of interventions, whether they are single programmes or complex multi-programme initiatives. As a consequence, we have created a framework that is able to be used at varying degrees of detail and in various decision-making situations.

In putting the Framework together, we are also cognisant of the timeframe being applied by ACC. While ACC want to ensure that current programmes are of high quality and appropriate for them to invest in, ACC also wants to take the long view, knowing that achieving significant changes to the nature and extent of violence in New Zealand will take many years. Achieving these changes require more than individually focused programmes, however good.

The research is clear that long term change requires change at a community and societal level,[19],[20] something that individual programmes have limited impact upon. Bringing about change at this level requires a systemic understanding. This requires us to understand which aspects of the system an intervention is tackling, thinking differently about the short and long term investments, and looking for impacts along multiple dimensions.

The Framework itself therefore has two key interacting components (Figure 2). The first is a system description of two spheres of influence that the interviews and the literature have shown to be important for reducing children and young people's experiences of violence, and subsequently, a high priority for ACC to invest in. These spheres of influences are broken down into practical 'drivers of change' that have a system-based logic to creating sustainable impacts on the spheres of influence.

The second is a 'Systemic Theory of Change'. This highlights the system components that will need to be addressed to achieve change at a system level. While no single intervention will cover all five components of the system theory of change, the suite of interventions supported by ACC should cover all aspects of the system. This is crucial if the goal of creating an environment in which, "...children and young people can live in a safe and healthy environment that is free from violence" is to be achieved.

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[19] Hann, S., and Trewartha, C. (2015). *Creating Change: Mobilising New Zealand Communities to Prevent Family Violence*. Auckland, New Zealand: New Zealand Family Violence Clearinghouse, University of Auckland.
[20] Hovmand, P. 2014. *Community Based System Dynamics*. Springer Science.

Figure 2: Overview of multi-level Framework for Change
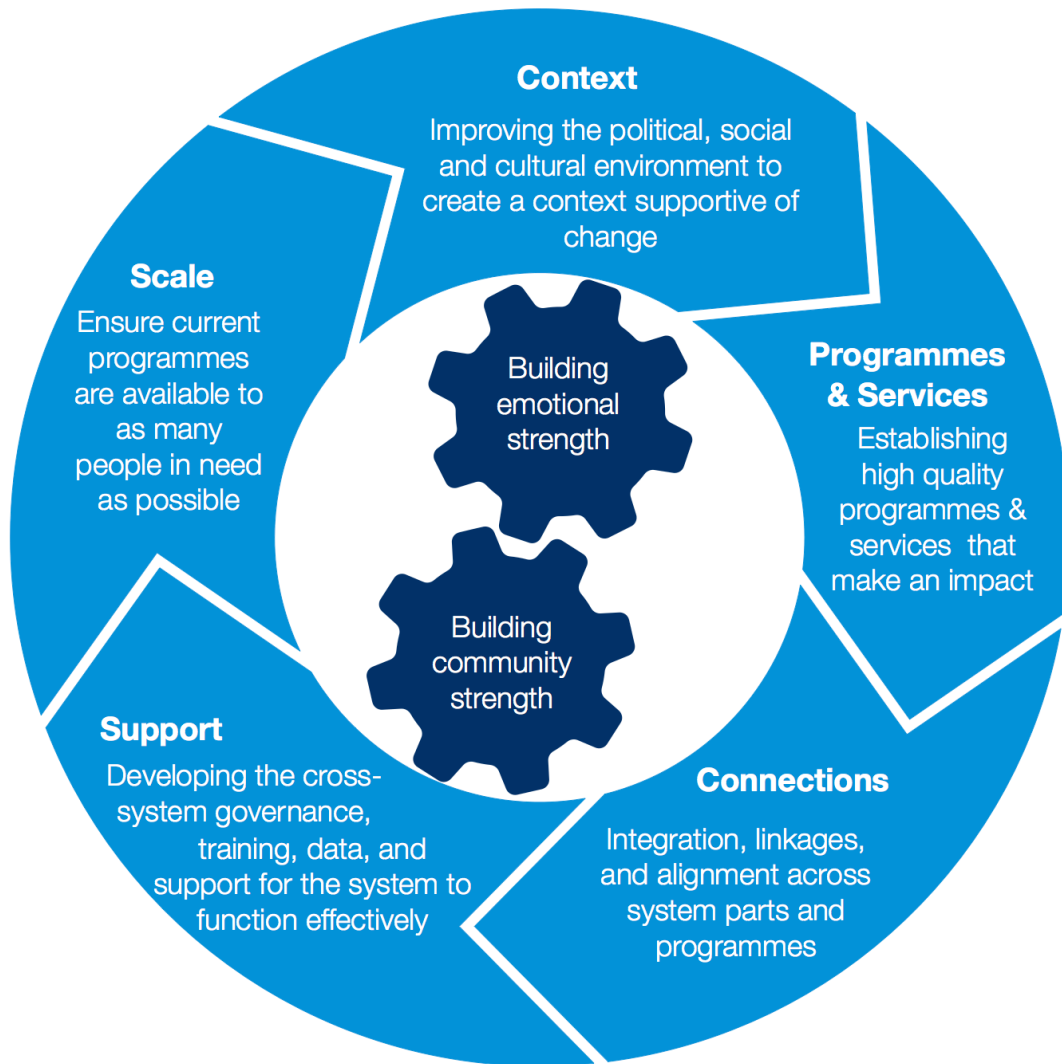
The Framework also considers the roles of targeting and evaluation. Targeting is considered to ensure that the Framework is implemented at the right unit of intervention to create sustainable change at the societal level. The considering of evaluation is important to develop the knowledge around what works to prevent violence in New Zealand. As noted by Fanslow (2006) we don't currently know precisely what will work to prevent violence and the research field evolves relatively slowly. We may just have to take our best informed guesses and make a commitment to evaluate and improve our activities until we get it right[21].

3.2 Spheres of influence and drivers of change

Through the literature, interviews and workshop we identified two interrelated spheres of influence. The two cogs in the Framework represent the spheres of influence (Figure 4).

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[21] Fanslow, J. 2005. *Beyond zero tolerance: key issues and future directions for family violence work in New Zealand*. The Families Commission: Wellington.

These are areas of focus where interventions will be required. Within each sphere of influence there are specific drivers of change that should be leveraged to achieve sustainable impact. This means there will need to be interventions designed to improve an individual's emotional strength and interventions designed to build community strength to lead to a reduced level of violence experienced by children and young people.

It should be noted that there are links between the two spheres of influence. Emotionally strong individuals live within strong communities. There are risk and protective factors that contribute to both spheres through different connections. For example, the role of supportive family values and expectations affects childhood experiences and levels of family conflict in relation to community strength but also affects self-worth in relation to emotional strength.

Figure 3: Interrelated spheres of influence

3.2.1   Building Emotional Strength

Emotional strength is a term used by psychologists to refer to a person's internal coping capabilities.   Research tells us that emotionally strong people tend to be[22]:

- Less discouraged by setbacks and disappointments
- More adaptable to change
- More able to recognise and express their needs
- More focused on getting around a hurdle rather than on the hurdle itself
- More able to see the larger perspective in a challenging situation
- More able to recover more quickly from emotional wounds such as failure of rejection

But we do not all live in the same context, and there is no doubt that some young people experience far more stress and individual hardship, more setbacks and disappointments than others and require greater levels of emotional strength if they are to pass through their younger years and mature into well-balanced, fulfilled adults. Building emotional strength cannot therefore simply focus on individual characteristics, but must take into account key elements of the young person's context. The key dynamics affecting an individual's emotional strength in relation to violence identified through the interviews and literature, and highlighted in our system maps are:

- Poverty & deprivation
- Family/Whanau
- Social participation
- Coping mechanisms
- Self-worth

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22 Winch, G. (2013) Emotional First Aid: Practical Strategies for Treating Failure, Rejection, Guilt, and Other Everyday Psychological Injuries. Exisle Publishing. Australia

- Experiences at school

Our analysis indicates that emotional strength is affected by individual characteristics such as feelings of self-worth or the presence of coping mechanisms. It is also affected by contextual factors such as the young person's family, their experience at school, racism and the levels of economic hardship experienced by themselves and/or their family. As a consequence, if we are to build a society of emotionally strong young people we have to work with both the individual and the context within which they live. A more detailed representation of the underlying system affecting a young person's resilience is shown below:

Figure 4: Building individual resilience causal loop diagram[23]
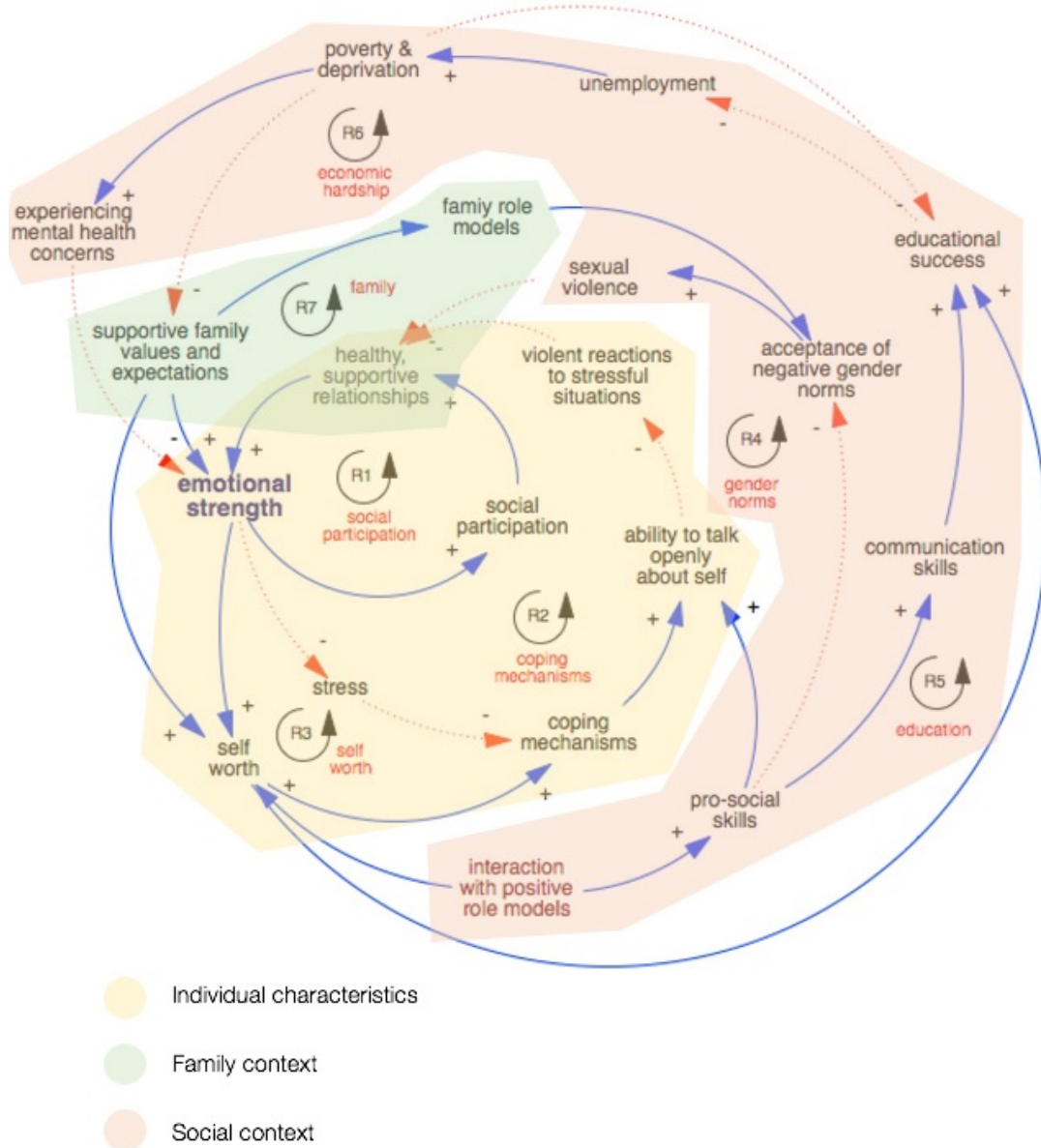
This System Map shows the detail underpinning the interconnections between the factors affecting emotional strength. For example, social participation, affects an individual's ability to develop connections and relationships; and it is these connections and relationships that are a key factor in the development of emotional strength.

This suggests that interventions designed to increase an individual's ability to develop positive social relationships are likely to contribute to their emotional strength, by developing a positive feedback process in which social participation increases an

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[23] For a description of how to read these causal loop diagrams, refer to Appendix 4: Reading causal loop diagrams.

individual's ability to develop positive connections and social relationships, which helps develop emotional strength.

Emotionally strong individuals are then more likely to have healthy levels of social participation, thus developing a virtuous loop. However, the reverse also applies, as low levels of social participation make it harder for an individual to develop positive connections and social relationships, which then limits or undermines emotional strength. Individuals with low levels of emotional strength are less likely to develop healthy levels of social participation resulting, in this case, in a vicious loop. Interventions funded by ACC, targeting emotional strength need to ensure that they move this dynamic in the right direction.

A number of drivers of change that impact on building emotional strength are identified in the emotional strength system map. These drivers of change are a useful tool to assess an intervention's contribution to building individual emotional strength. Table 3 below illustrates these drivers and their related assessment questions.

We anticipate that ACC would use this table to assess the value of potential interventions. While there is no 'right score' or agreed 'pass mark' it is clear that unless an intervention can affect some of the factors within the table then it is unlikely to have a significant impact upon violence.

Table 3: Drivers of change to assess an intervention's impact on building an individual's emotional strength

Building emotional strength in individuals	
R1 – Social participation	Does the intervention contribute to increasing an individual's: • Levels of social participation • Ability to develop positive social connection and relationships
R2 – Coping mechanisms	Does the intervention contribute to increasing an individual's: • Ability to talk openly about themselves • Ability to cope with stress • Range of non-violent responses to stressful situations
R3 – Self worth	Does the intervention contribute to increasing an individual's: • Sense of wellbeing and comfort in who they are and where they have come from. • Sense that they have a positive future for themselves and ability to contribute positively to those around them
R4 – Education	Does the intervention contribute to increasing an individual's: • Opportunity to interact with capable teachers • Pro-social skills • Communication skills
R5 – Economic hardship	Does the intervention contribute to increasing an individual's: • Ability to enhance their economic opportunities

|	
	• Ability to cope with economic hardships, while enhancing their mental well-being
R6 - Family	Does the intervention contribute to increasing an individual's:
	• Ability to live in a supportive family with non-violent values and expectations

3.2.2 Building Community Strength

Community strength refers to a culture within a community that is supportive of healthy community members. The 'community' is defined as a group of people with a particular characteristic in common. It is clear that the environment within which people develop and live influences their choices, actions and experiences[24]. The key dynamics affecting and highlighted in our system maps community strength in relation to violence identified through the interviews and literature, were:

- Social norms, particularly gender norms and tolerance of violence
- Existing levels of community violence
- Levels of deprivation
- Values and role modelling
- Community cohesion
- School connections
- Availability of services

Our analysis indicated communty acceptance of negative gender norms as a key indicator for community strength. Acceptance of these norms are affected by the different communities that individuals are connected to such as their family values, school connections, and neighborhood cohesion. A more detailed representation of the underlying system affecting the acceptance of negative gender norms is shown below:

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[24] Sasaki, J & Kim, H. 2017. Nature, nurture, and their interplay: A review of cultural neuroscience. *Journal of cross-cultural psychology, 48*(1), p4-22.

Figure 5: Building community strength causal loop diagram
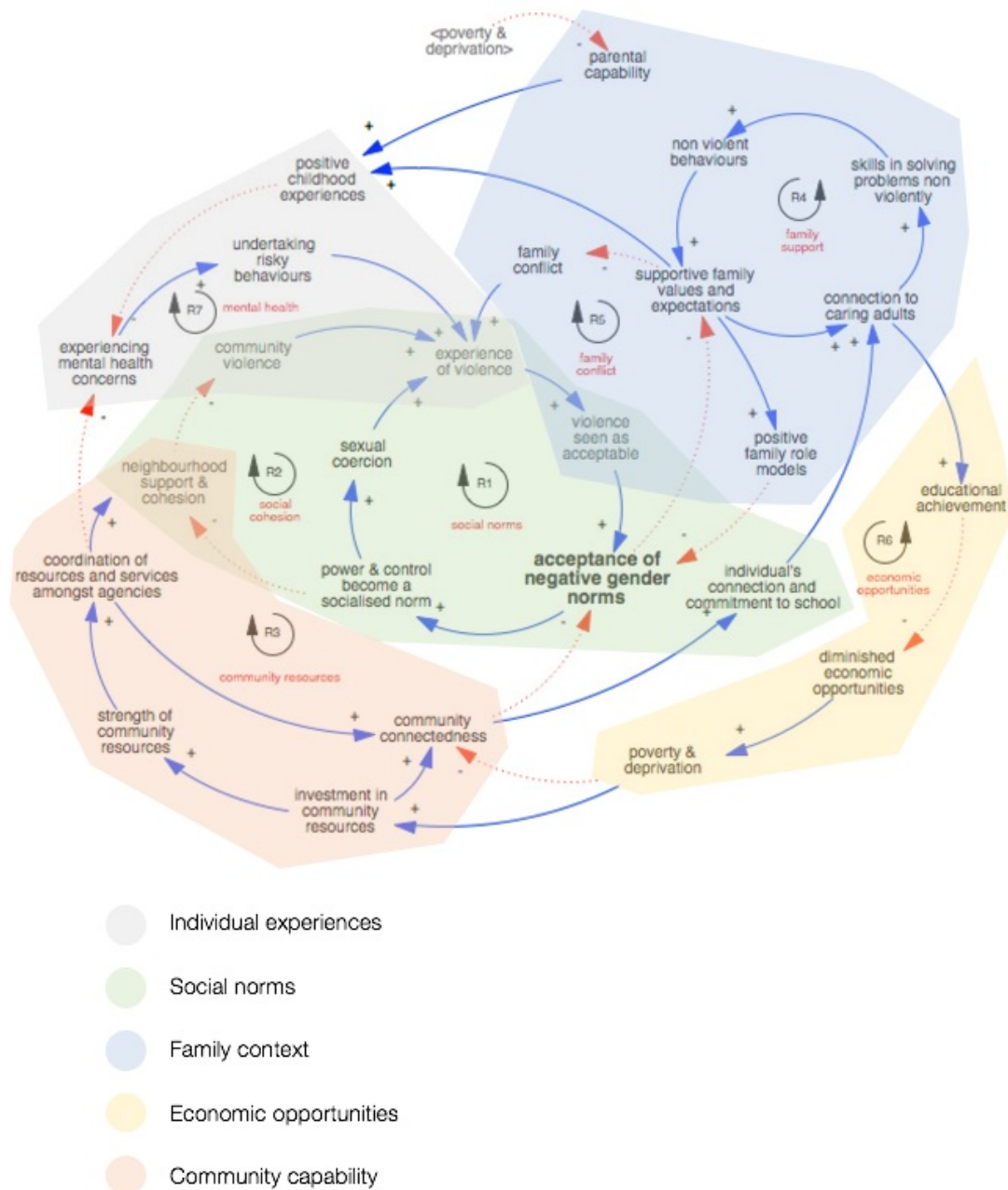
Individual experiences

Social norms

Family context

Economic opportunities

Community capability

This System Map shows the detail underpinning the interconnections between the factors affecting acceptance of negative gender norms. For example, norms around male power and control facilitates sexual coercion and experiences of community violence which affects the acceptability of violence within the community; and it is this acceptability of violence which is a key factor in the maintenance of negative gender norms.

This suggests that interventions designed to support equal opportunities regardless of gender, ethnicity, or other factors are likely to contribute to positive gender norms and community strength, by developing a positive feedback process in which equal power

dynamics reduces sexual coercion and community violence which reduces the acceptability of violence and negative gender norms.

Communities with positive gender norms are then more likely to have a more equitable distribution of power and control, thus developing a virtuous loop. However, the reverse also applies, as unequal power and control within a community support greater levels of sexual coercion and community violence which then strengthens acceptance of violence and negative gender norms. Communities with negative gender norms are less likely to have equitable power distributions resulting, in this case, in a vicious loop. Interventions funded by ACC, targeting community strength need to ensure that they move this dynamic in the right direction.

A number of drivers of change that impact on positive gender norms and community strength are identified in the community strength system map. These drivers of change are a useful tool to assess an intervention's contribution to building community strength. Table 4 below illustrates these drivers and their related assessment questions.

Table 4: Drivers for change to assess a programme's impact on building community strength

Building community strength	
R1 – Social norms	Does the intervention contribute to: • Changing social attitudes to sexual coercion • Building positive gender norms • Reducing the acceptance of violent behaviour
R2 – Social cohesion	Does the intervention contribute to: • Building community support mechanisms • Coordinating community resources and services • Addressing mental health concerns within the community • Understanding and addressing risky behaviours
R3 – Family conflict	Does the intervention contribute to: • The development of positive family/whanau values and expectations • The creation of positive childhood experiences
R4 – Family support	Does the intervention contribute to: • Helping create positive relationships within families • Increasing family members' skills in solving problem non-violently • Building parental capability
R5 – School	Does the intervention contribute to: • Increasing an individual's connection and commitment to school • Helping children and young people connect with a caring adult outside of the family

It should be noted that there are links between the two spheres of influence. These spheres need to be understood alongside one another and within the context of the broader system within which they exist.

3.3 A Systems theory of change

No individual intervention, however good, is going to bring about the large scale changes needed to alter the levels of violence experienced by children and young people in New Zealand. Those levels of improvement require system level change. To address this, the Framework incorporates a description of the five components of system that will need to be improved to create system change (Figure 6).

Figure 6: Systemic theory of change[25]

Context
Improving the political, social and cultural environment to create a context supportive of change

Scale
Ensure current programmes are available to as many people in need as possible

Programmes & Services
Establishing high quality programmes & services that make an impact

Support
Developing the cross-system governance, training, data, and support for the system to function effectively

Connections
Integration, linkages, and alignment across system parts and programmes

The focus here is on ensuring that interventions not only focus on their own attributes. It is important that they also understand and work with the context in which they are operating, connecting with other interventions operating in that context and developing, where appropriate, mechanisms to share governance, training, and data.

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[25] This section builds upon the work of, Coffman, J (2007) A Framework for Evaluating Systems Change. The BUILD Initiative http://www.buildinitiative.org/WhatsNew/ViewArticle/tabid/96/smid/412/ArticleID/621/Default.aspx

By supporting a balanced suite of interventions in any given community, ACC is much more likely to bring about fundamental changes to the violence system in New Zealand.

The systemic theory of change comprises five system components that make up the whole circle. For long-term sustainable change, interventions will be required around all five components in the circle:

- The **context** will determine the understanding and priority given to violence reduction in New Zealand, as well as the ultimate success of any individual intervention.
- High performing **interventions** (individual programmes, multi programme initiatives, and services) need to be delivering benefits that contribute to reducing children and young people's experiences of violence.
- The **connections** across the system need to be integrated and aligned to strengthen the results of individual programmes and to further reduce children and young people's experiences of violence.
- **Support** systems will need to be developed to support the system in functioning effectively and with quality. This could include governance and finance, or other critical support areas across a number of discrete programmes.
- Unless what is done is able to be done at **scale**, the overall impact will always be local and limited. Initiatives designed to scale-up localised initiatives are an important component of system change.

These key components highlight the role of ACC in looking beyond the funding of individual interventions to engaging with multiple players across the sector to bolster the success of the interventions, support the governance and development of the broader system and identify opportunities to scale up initiatives to maximise their benefits and reach.

The following table describes the actions that can support the development of each component, the outcomes that could be expected, and some examples of current initiatives and programmes mapped against the relevant system component (Table 5).

Table 5: Implementing the systemic theory of change

System focus	Context	Interventions	Connections	Support	Scale
Actions	Initiatives that aim to change the political, social and cultural environment in ways that make violence unacceptable. Needs to be a continuous focus of ACC initiatives.	The focus here is on high-quality interventions targeting specific groups. If the system is to be coherent and connected it needs parts that can be connected. The focus here is on making sure that there are enough high quality, accessible interventions in place to meet needs	These interventions require an understanding of what makes the system a system and focuses on the integration, linkages and alignment between the parts across the system. This could involve sharing staff development across initiatives, sharing technology and data, aligning performance measures. It could also include the development of shared protocols and memorandums of understanding cross organisations.	Sometimes the need is not at the service frontline but at the level of governance, financing or other critical support mechanisms. interventions at this level aim to ensure that individual interventions and the overall system have the supports in place that are needed to function effectively and efficiently.	The focus here is on scaling up current interventions to ensure that they are available to as many of those in need as is possible.
Outcomes	These could include increased public awareness, public and community engagement, changes in policy, additional funding, new advocates or champions	Outcomes can be related to the interventions itself (e.g. participation levels, quality, operational efficiency) or to participant-level outcomes (e.g. improvements in pro-social skills)	Outcomes could include improved co-ordination, alignment and integration across individual interventions. At an operational level these could include co-ordinated eligibility requirements, referrals from one intervention to another, joint planning across different interventions, cross-organisation training, shared data, MoU's between different organisations.	Governance structures that can oversee and co-ordinate multiple interventions, R&D that encourages cross-system understanding and use of data, aligned standards	Greater depth and spread of effective interventions. Greater sustainability
Examples	It's not OK White ribbon Liquor licencing and management	Mates and Dates (R) Kia Kaha (R) Keeping ourselves safe (R) Loves Me Not (R) FLO Talanoa (C) E Tu whanau (C)	Youth Crime Action Plan Family Violence Prevention Networks	National coordinator in MoH's Violence intervention programme Making a Difference website	Violence Intervention Programme

3.4 Focusing on communities

Although this Framework aims to achieve societal change; change is always a local affair[26]. The ability to create change is dependent on both the local context and local capacity. Therefore, the unit of intervention to which the Framework is intended to be applied is a community, whether that be a geographical community, a community of interest or a community brought together by common concerns.

The specific communities that are targeted should be chosen based on both their:

- **Level of need or risk:** The level of need could be identified through exploring the existing rates of violence in communities, for example, using ACC data on assault and sensitive claims. The level of risk could be identified using data on risk factors, for example, Treasury uses four key indicators of children at risk.
- **Willingness to address the issue:** Many communities already have people doing good work towards reducing violence.

This approach is important for ensuring that the diverse communities across New Zealand are able to respond or recognise their specific contexts, populations and needs. For example, applying the Framework within a predominantly Māori community should be different to the application with a community with a high migrant population, or a South Indian community. This is important for recognising the differences in people's experiences of the spheres of influence and violence.

As the implementation of the Framework progresses in each community, they will be able to share learnings across communities. Learning across communities with a similar context is a powerful means of increasing the scale and reach of a successful programme. Across communities with different contexts these learnings are likely to have a different focus, for example, achieving a particular goal might have had substantial impact but the same implementation would be impossible to replicate in another community due to resource or other contextual factors. Or approaches to working with whānau may be shared across communities, despite focusing on different drivers for change as determined by their needs.

3.5 Evaluation and monitoring

The Framework recognises the role of programmes, as well as the broader system in reducing children and young people's experiences of violence. The different aspects of this system however, require different evaluation approaches (Figure 7):

- **Programmes:** Require a programme evaluation to ensure programmes are high quality and achieving intended outcomes in the spheres of influence. Not all programmes will be evaluated the same way. Programmes should be evaluated using the evaluation approach best suited to their context and maturity.
- **Systems:** Require a developmental evaluation[27] (DE) to evaluate how well the composition of programmes and other interventions making up the system are working. A developmental approach is prescribed as this system evaluation

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[26] Rees, D. 2013. Developing a Theory of Implementation for Better Chronic Healthcare Management. Victoria University of Wellington: PhD.
[27] Patton, M. Q. (2015). The Developmental Evaluation Mindset: Eight Guiding Principles. In Patton, M.Q., McKegg, K., & Wehipeihana, N. (2015). *Developmental Evaluation Exemplars: Principles in practice*. New York. Guildford Press

needs to be able to respond to the complex system and level of uncertainty that exists in knowing the most appropriate systems response to violence. Any evaluation must support learning through rapid feedback cycles focused on the needs of those using the information, such communities, providers or ACC. DE support this through rapid feedback cycles to support continuous improvement. DE also embraces systems thinking encouraging evaluators to be mindful of the interrelationships, perspectives and boundaries within which we are seeking to create change.

Figure 7: Programme and system level evaluation focus
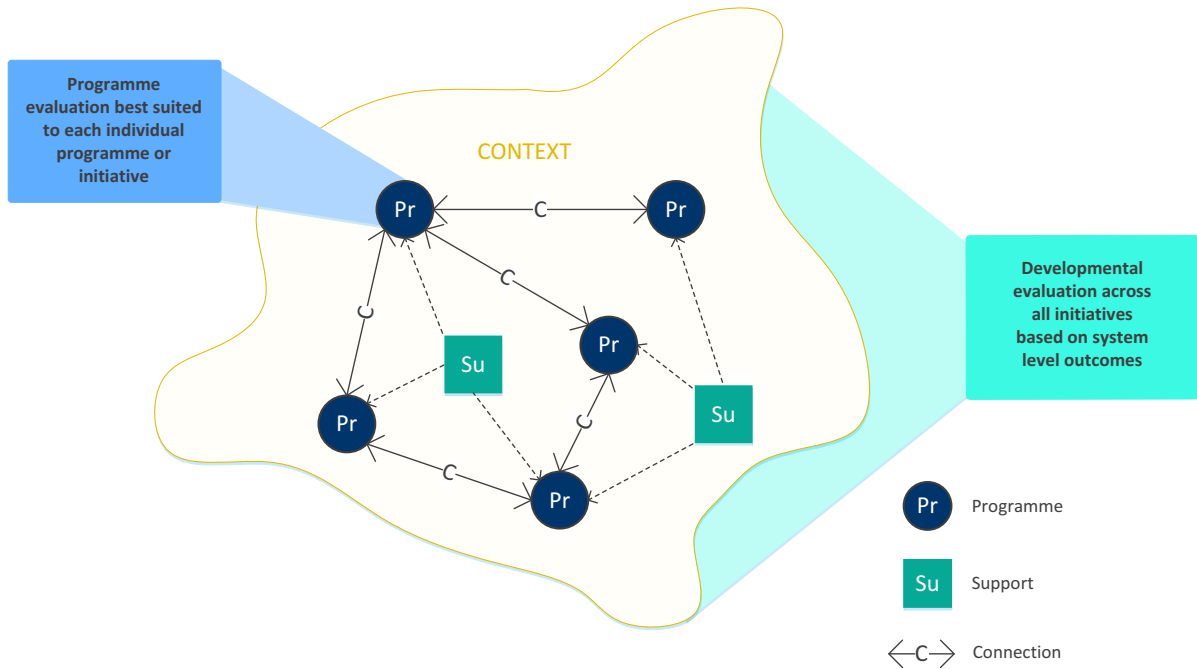
This Framework promotes a strong culture of evaluation. As there is uncertainty around what works to prevent violence, a focus on evaluation is critical to collecting evidence for future initiatives. In addition, some of the data informing the developmental system evaluation will come from synthesising evaluations of programmes within the system. This means it is important to conduct programme evaluations to be able to conduct a rigorous evaluation of the system that can inform future actions.

The table below provides guiding evaluation questions and a small sample of suitable methods (Table 6). Inclusion of these evaluation questions for interventions allows judgements to be made not just about the effectiveness of individual programmes, but their ability to contribute to the whole system.

When planning and designing evaluation activities, it is important to be guided by an experienced evaluator. They will be able to provide expert advice on the most suitable approach and methods to address the needs of each evaluation. For example, an initiative focused on changing the context of the system might benefit from a developmental evaluation approach, or programmes in their early stages might benefit from a developmental evaluation.

When engaging interventions, providers and communities in evaluation, it is important that evaluation is embedded upfront and more importantly, that the value of evaluation and commitment to the evaluation is held within the intervention and/or community. This is important for ensuring that any evaluation is not 'done to' but is used in a manner that support the capacity and learning of that community or intervention to reduce children and young people's experiences of violence. It is important therefore, that these questions are seen as key or core evaluation questions, with the need to include or adapt some of these questions to reflect the specific needs or context of that community.

Table 6: Framework evaluation questions and sample methods

System focus	Context	Interventions	Connections	Support	Scale
Programme Evaluation Questions	· Has the intervention changed the political, social or cultural environment? · Has the intervention produced changes in investment policy or practice that enable improvements in interventions, connections, support or scale? ·	· Did the intervention design and implement activities as intended? · Did the intervention deliver the intended benefits for participants?	· Did the intervention design implement the connections as intended? · Did the connections and linkages produce their intended impacts?·	· Did the intervention establish infrastructure or supports that are consistent with its objectives? · Did the additional infrastructure or supports achieve their objectives for effectiveness, sustainability and quality?	· Did the intervention enable scaling up with quality and fidelity? · Did the scaling up result in broader benefits for programme participants and at a population level?
System Evaluation Questions	· To what extent is a culture of evaluation embedded within the sector? · Have there been any changes to the context that have positively or negatively affected on the current context?·	· Does the composition of intervention within the community address the relevant drivers for change within the community?·	· How has the number and strength of relationships between key community/sector stakeholders grown?·	· Did the relationships between interventions support coordination, sector alignment and efficient use of resources?	· Did the scaling up of interventions reflect and meet the needs of the community? · What learnings could be transferred to other communities?·
Evaluation methods	· Programme evaluation methods · Case studies · Surveys · Media analysis · Policy analysis·	· Programme evaluation methods · Programme monitoring · Quality assessments · Participant surveys	· Programme evaluation methods · System mapping · Network analysis · Customer surveys · Document analysis	· Programme evaluation methods · Cost-inclusive evaluation methods · Case studies · Performance audits	· Population-based demographic and service analysis · Programme evaluation methods · System mapping · System/programme monitoring·

4. UTILISING THE FRAMEWORK

In summary, the Framework provides a means of assessing individual interventions and a means of ensuring that the suite of interventions funded by ACC are balanced across the two spheres of influence and five components in the Systems Theory of Change.

The implications of using the Framework are therefore described in two sections: implications for intervention design and implications for system design. An example of the application of this Framework is also presented in Appendix 5: Example application – Mates and Dates.

4.1 Implications for designing interventions

This Framework provides guidance for designing interventions which could be at the initial design stage, assessing a proposed intervention for investment, or modifying an existing intervention to improve its impact.

The first level of the Framework, spheres of influence, focuses on the intended outcomes of interventions. A clear theory of change that demonstrates how an intervention intends to create change in the drivers of change is important to designing high quality intervention. Tables 3 and 4 (see pages 19 and 21) provide a 26 question checklist to ensure the goals of the intervention will contribute to sustainable improvements in the levels of violence experienced by children and young people.

intervention are one part of the whole system and this has implications for their design. Figure 8 illustrates how an intervention design should consider its place within the system.

Figure 8: System implications for intervention design
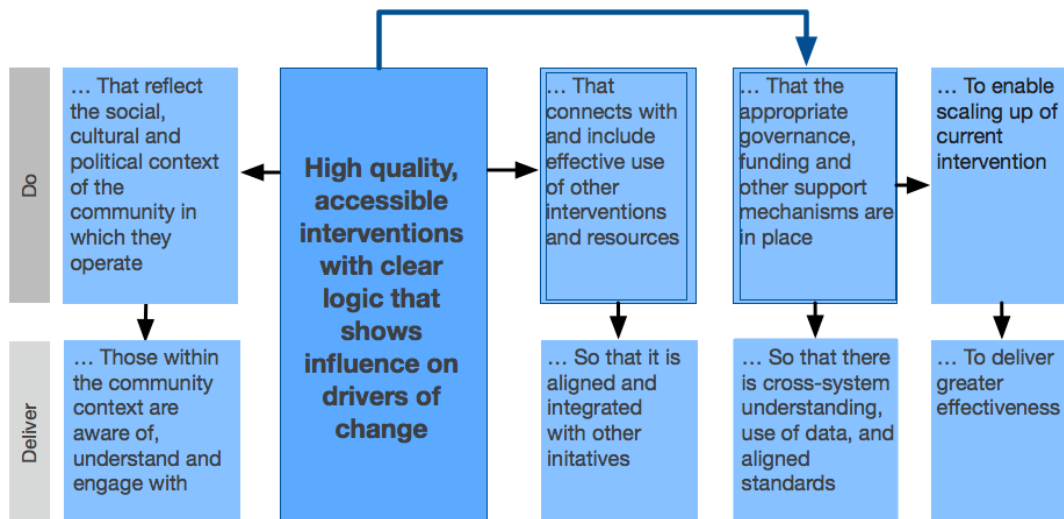
4.2 Implications for system design

This Framework makes the case for a focus that goes beyond individual programmes. It provides five components of a system that all need to be improved to create large-scale impact (Figure 6). When the current interventions are mapped onto this systems theory of change, it appears the greatest immediate need is to increase the connections, support and therefore alignment between existing interventions.
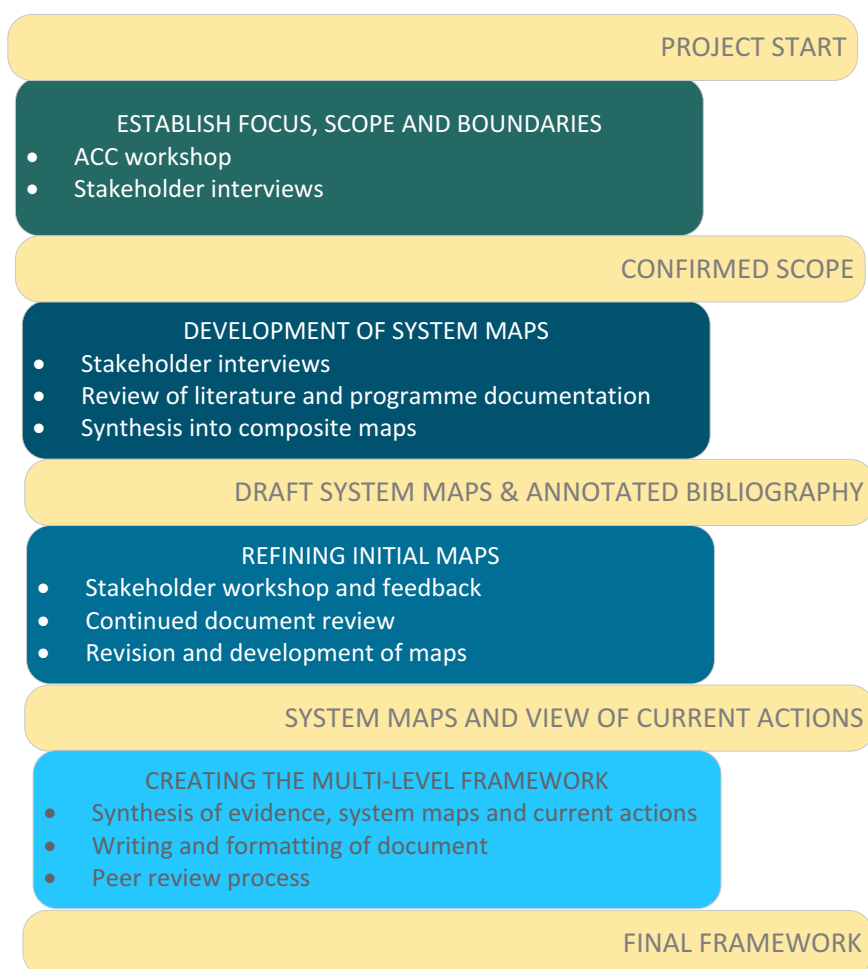
The combined tables 3 and 4 can be used as a guide for proactive system design throughout the ongoing use of this framework. This is presented as an A3 summary in Appendix 6: Summary of system-level Framework.

APPENDIX 1: APPROACH AND METHODS

Synergia adopted a participatory approach to developing the framework. This was designed to draw on the expertise of ACC and other subject matter experts to ensure that the framework could draw on insights and current practice that might be specific to Aotearoa, New Zealand and perhaps not yet published.

Systems thinking underpinned our approach to developing the framework. An overview of the different phases and methods involved in the development of this Framework are illustrated in Figure 9. This is followed by a description of the individual methods used.

Figure 9: Overview of phases and methods

PROJECT START

ESTABLISH FOCUS, SCOPE AND BOUNDARIES
- ACC workshop
- Stakeholder interviews

CONFIRMED SCOPE

DEVELOPMENT OF SYSTEM MAPS
- Stakeholder interviews
- Review of literature and programme documentation
- Synthesis into composite maps

DRAFT SYSTEM MAPS & ANNOTATED BIBLIOGRAPHY

REFINING INITIAL MAPS
- Stakeholder workshop and feedback
- Continued document review
- Revision and development of maps

SYSTEM MAPS AND VIEW OF CURRENT ACTIONS

CREATING THE MULTI-LEVEL FRAMEWORK
- Synthesis of evidence, system maps and current actions
- Writing and formatting of document
- Peer review process

FINAL FRAMEWORK

Stakeholder interviews

Ten subject matter experts were interviewed through eight interviews to inform the development of the Framework. Stakeholders were purposefully selected by ACC for their expertise, knowledge and key roles across the violence sector. Key organisations involved in the interviews included:

- Four stakeholders from the Ministry of Social Development, including someone with expertise in the experiences of violence for Māori
- Two from the ACC violence portfolio

- One from the Ministry of Health
- One from the Ministry of Justice
- One from the Police
- One from the University of Auckland

Interviews were conducted face-to-face or on the telephone and lasted around one hour. The interviews were designed to explore:

- Current violence prevention work being undertaken in the violence sector
- Relationships between key players in the violence sector
- Expert views on the risk and protective factors that influence children and young people's experiences of violence.

Literature and document review

A targeted literature review was conducted to identify the key risk and protective factors and spheres of influence that are important for understanding children and young people's experiences of violence. This review drew on a range of peer reviewed journals, as well as grey literature, such as evaluation reports. Key references were recorded in an annotated bibliography to support the review. In total, 82 articles, publications or reports were reviewed.

The literature review involved two key phases to keep the review targeted towards the needs of the Framework:

1. Review of literature and documents either provided directly by ACC, or provided or recommended by interviewees.
2. Review of key sources of information on violence including the New Zealand Family Violence Clearinghouse, the Centre for Disease Control and Prevention, and the report from the Family Violence Death Review Committee.

Cross-government stakeholder workshop

Stakeholders working across key government departments were invited to take part in a workshop in Wellington on the 1st September 2016. The purpose of the workshop was to share and review the initial findings and composite maps as well as provide an opportunity to hear the work that each department was doing in the violence prevention sector. A total of 19 stakeholders were present:

- Seven from ACC
- Four from MSD, including a Māori perspective
- Two from Corrections
- One from Police
- One from Te Puni Kokiri
- One from Le Va (Pasifika organisation)
- One from the Ministry of Justice
- One from Superu
- One from the University of Auckland

Development of system maps

During the interviews and analysis of the literature cognitive mapping was used to identify key themes and their connections. This was important for supporting the development of a systems perspective, rather than identifying a static list of risk or

protective factors that would add little to the existing literature and/or expert knowledge of family violence prevention.

Cognitive mapping is a technique used to elicit peoples' thinking about a subject, why it is the way they see it and why it is important to them. The value of Cognitive Mapping in helping to develop the Framework is that it highlights the connections between ideas. This moves an interview beyond identifying why someone believes a risk or protective factor are important to understanding:

- what the consequences are of addressing it or not
- what has caused it, or
- what needs to be in place for it to happen.

While cognitive maps provide a powerful way eliciting people's understanding of the key factors affecting youth violence, they do not necessarily highlight the key dynamics that are going to drive change.

A combination of published evidence and personal judgment are required to add the causal links that move from a composite cognitive map to causal loop diagrams. These initial system maps are then reviewed and refined with stakeholders.

Mapping current interventions

The development of this Framework included exploring the current interventions that were in play, their effectiveness (if known), and how they map onto the systems view of current knowledge. When a systems approach is taken, the range of interventions in play is extremely broad. For example, social housing interventions could be described as being "in play" as housing stress and overcrowding are described as factors influencing children and young people's experiences of violence. To provide a clearer focus in the mapping of current interventions, this Framework included current initiatives that:

- Were funded or lead at a government department level, and
- Had goals that included the reduction of at least one type of violence experienced by children and/or young people.

Different interventions that met this description were identified through stakeholder interviews and a cross-government workshop held on the 1 September 2016. Further information on initiatives was found online. Where available, evaluations of included interventions were provided to Synergia or found online.

APPENDIX 2: GLOSSARY OF TERMS

The key terms used in this document are described below:

Children and young people: People aged 25 years and under. This age range includes a large range of developmental and life stages. As a result, it is important to note that the different types of violence experienced and the most relevant influencing factors would be expected to differ across this age group.

Community: The 'community' is defined as a group of people with a particular characteristic in common. This means community can be defined in many ways: using a 'place-based' understanding of geographical boundaries, associations of common interest such as clubs, or common individual characteristics such as ethnicity or sexuality. How you define 'community' is important as it determines how the issue of 'violence' is framed, who the stakeholders are, how politics and power are understood and what language is appropriate.

Developmental evaluation: An approach to evaluation in innovative settings where goals are emergent and changing rather than pre-determined and fixed. Innovative settings or initiatives are characterised by a state of continuous development and adaptation, and often within complex and unpredictable contexts. Developmental evaluation differs from traditional evaluation in its potential to provide rapid feedback and recognising the context in which the initiative operates.

Drivers of change: Target areas for intervention that have a theoretical pathway to initiate and sustain changes in a sphere of influence. These drivers are derived from feedback loops in the casual loop diagrams.

Emotional Strength: Emotional strength is a term used by psychologists to refer to a person's internal coping capabilities. It is not about whether or not someone expresses their emotions or not. It is more about what happens after the event that triggered their emotions, whether they are able to recover or 'bounce back' from stresses or hardships. Some of the qualities that may contribute to an individual's ability to be resilient include: optimism, ability to regulate emotions, ability to see failure as a learning opportunity.

Initiative:	An initiative is goal focused but may not have a clear theory of change. The intended outcomes of an initiative will be broader than the goals of a programme; they will aim to contribute to changes across the whole system (including context, connections, support or scalability). For example, Family Violence Prevention Networks (formerly Te Rito networks).
Intervention:	An overarching term to refer to programmes, initiatives and services.
Evaluation:	A process of determining the merit, worth, or value of things. The process integrates relevant values or standards with empirical research techniques to reach evaluative conclusions (Scriven, 1991).
Primary prevention:	Within the violence context, primary prevention includes approaches that aim to prevent violence before it occurs. Secondary prevention focuses on the immediate response to violence and tertiary prevention focuses on the long-term care such as rehabilitation and integration. Prevention efforts are relevant to be applied to both potential victims and potential perpetrators. This framework will focus primarily on the primary prevention of children's experiences of violence.
Programme:	A programme has a defined set of activities with a clear theory of change that leads to an intended outcome(s) within the spheres of influence. For example, Mates & Dates.
Programme evaluation:	A systematic method for collecting, analysing, and using data to examine the effectiveness and efficiency of programmes and to contribute to continuous programme improvement (CDC, 2016). Different evaluation approaches may be used to conduct a programme evaluation.
Spheres of influence:	Groups of interrelated and interactive factors, including risk and protective factors, developmental stage, context, that contribute to a child's likelihood of experiencing violence.
System dynamics:	An approach to policy analysis and design that involves building a model that captures the dynamic structures and processes of complex social, managerial, economic, or ecological systems. The

advantage of the system dynamic approach is that the models have the ability to capture implementation issues that may cross departmental, organisational, and institutional boundaries (Fredericks, Deegan & Carman, 2008).

Systems-thinking:

A field that features an understanding of relationships, a commitment to multiple perspectives, and an awareness of boundaries (Williams & Hummelbrunner, 2010). In its essence that means we need to understand the context, and the connections within that context that affect violence and in which any policies take effect. The proposition underlying systemic approaches to social change is that significant changes come from developing coherence and alignment across the different and complex interactions that form the 'system of violence'.

Theory of change:

Explains how an intervention is understood to contribute to a chain of outputs and outcomes that lead to the intended impacts. It can show how factors such as context and external factors will contribute to impacts or enable programme to be implemented and achieve the intended results. When complex programmes or initiatives are in their planning and early implementation phases, there may not be a clear understanding of what's happening, where to intervene, and how this will lead to desired outcomes. For some developmental evaluations system mapping has replaced the theory of change as a starting point (Mack, 2015).

Violence:

"The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation" (WHO, 2002).

Violence is used within this framework as a general term, allowing for the varying forms and combinations of experiences documented. Under this broad concept, children and young people are potentially victims, perpetrators, and/or witnesses. All positions present significant consequences to the overall health and wellbeing of these children.

Violence

- Self-directed
  - Suicidal behaviour
  - Self-abuse
- Interpersonal
  - Family/partner
    - Child
    - Partner
    - Elder
  - Community
    - Acquaintance
    - Stranger
- Collective
  - Social
  - Political
  - Economic

Nature of violence

Physical		
Sexual		
Psychological		
Deprivation or neglect		

APPENDIX 3: DESCRIPTION OF CURRENT INITIATIVES

#	Initiative	Description	Target group	Location	Effectiveness	Organisation(s)
1	Are you that someone?	Social media campaign to help young people identify signs of sexual violence risk and responses	Young people	Online		MSD
2	FLO Talanoa	Community mobilisation approach to Pasifika suicide prevention	Pasifika	National	Feedback from pilots indicated it was an effective way to create a safe space to talk about suicide ad inform about suicide prevention	Le Va
3	Sexual abuse assessment and treatment services	First response after sexual abuse event	All ages	National	2016 Sapare review found paediatric services to be less robust or sustainable than adult services, required improved appropriateness to Māori, Pacific, and vulnerable populations groups. But services were better than before the introduction of SAATS.	ACC
4	Family Start	Intensive home visitation programme providing advice, support and parenting education	Infants (0-1) at high risk	National	2016 quasi-experimental study found it reduced post neonatal infant mortality, use of early childhood education, engagement with health services (including mental health services), as well as an increase in CYF contact.	MSD
5	Family violence prevention networks	Support delivery of community-based family violence prevention initiatives (formerly Te Rito networks)	Communities	National	2009 review of the Te Rito Collaborative fund found the fund "has allowed for great progress in local joined-up responses to family	MSD

					violence, but has been largely invisible at the national level." It contributed to outcomes of: leadership, effective services, safety and accountability, changing attitudes and behaviours and sustained collaboration although scope of the fund was unclear.	
6	White ribbon	Campaign with the goal of eliminating men's violence against women	Males	National		ACC, MSD, MoJ, Police, Corrections, Superu
7	Behaviour service and intensive wraparound	Caseworker works with teacher and school	Children (5-15)	National		MoE
8	Jade speaks up	Short film with teaching resources	Children (6-12)	Online		ACC
9	Safer whanau	Wrap-around support for those who have experienced family violence	Families	National		MSD
10	Kia Kaha	School-based programme to develop strategies for respectful relationships	School-age (9-15)	Schools	Qualitative focus group review in 1998 suggested improvements.	Police
11	Teen parent units	Make it possible for young women to study as a parent	Teens	National	A 2014 ERO review found 15 of the 21 TPUs were performing well with students making considerable academic, social and health gains.	MoE
12	Power to protect	Never, ever shake a baby campaign	Infants (0-1)	National		MSD, MoH

13	Integrated services for sensitive claims	Care and recovery services for survivors of sexual abuse	All ages	National		ACC
14	Well Child Tamariki Ora programme	Free service to protect and improve yur child's health	Young children (0-5)	National		MoH
15	EET	Education, employment and training	Teens and young adults (16-25)	National		MSD, MoH
16	Louie the court dog	Providing support for child witnesses		Tauranga		MoJ
17	Loves Me Not	School-based relationship and consent programme	Teens (Year 12 and 13)	National	2015 evaluation indicates students viewed the workshop positively but that schools were not implementing a school-wide approach.	Police
18	School-wide interventions	School wide interventions to address community issues e.g. DARE	School-age	National		Police
19	CAMHS	Child and adolescent mental health services	Usually 0-18 years	National		MoH
20	Violence Intervention Programme	Supports health sector family violence programmes throughout New Zealand.	All ages	National	120 month follow-up audit report in 2014 found DHBs had maintained infrastructure developments indicative of a system response to persons experiencing family violence. Note that this is secondary prevention.	MoH

21	NZ Family Violence Clearinghouse	Provides information services across continuum of providers, programmes and developmental phase	Providers			Superu, UoA
22	Positive Behaviour for Learning	improves the behaviour and wellbeing of children and young people	School-age	National		MoE
23	Investment approach	Actuarial modelling, cohort segmentation, understanding clients, what works to prevent crime for who.	All ages			MoJ
24	Making a difference website	Sexual Violence Primary Prevention Toolkit	Providers	Online		ACC
25	ISR	The pilots will see core agencies closely working together to support victims	All ages	Christchurch and Waikato		Police and other agencies
26	Framework for Change	Support primary prevention investment decisions	Children and young people (0-25)			ACC
27	North shore FVPN	Lead and coordinate community actions to prevent family violence	All ages	Auckland's North Shore		MSD, Auckland Council
28	E Tu Whanau	A movement for positive change developed by Māori for Māori. It's about taking responsibility and action in your community and supporting whānau to thrive	Maori			MSD
29	Youth Crime Action Plan	Aims to reduce crime by children and young people and help those	Children (10-16)			Police, MoJ, CYF, DHBs,

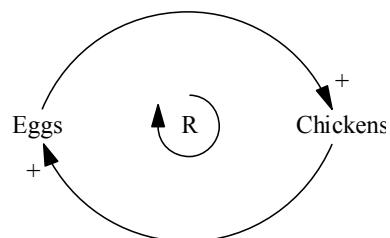|						
		who offend to turn their lives around				
30	It's not OK	Social marketing and community mobilisation campaign	All ages	National (with local initiatives)	Many positive evaluations at both national and regional levels of the initiative.	MSD, ACC
31	Women's self-defence network - Wahine toa	Self defence	Children (8-16) and small number of women	National with focus on Māori and low decile schools	A 2016 evaluation found courses were effective in providing education and awareness, attitudes, and providing strategies for keeping safe and being an ethical bystander.	ACC, MSD
32	Keeping Ourselves Safe	School-based programme to learn and apply safety skills in interactions	School-age		2004 ERO report found programme well-constructed and achieving outcomes including increased awareness of child abuse, knowledge of strategies and some children disclosing abuse.	Police
33	Liquor licencing and management	Liquor licencing and on-licence management to address alcohol harm	Young adults (19-25)	National		Police and local councils
34	Mates and Dates	Healthy relationships programme for secondary school students.	High school age	National	Currently being evaluated. Initial survey findings suggest the programme is meeting its objectives, particularly for Māori.	ACC
35	Whangaia Nga Pa Harakeke	WNPH is a new model for responding to family harm, in partnership with iwi.	Maori	Piloted in Counties Manukau and Tairawhiti		Police

36	Body Safe	Programme to promote healthy, respectful relationships and prevent experiences of sexual harm or violence	Teens (Year 9-11)	Auckland	2011 evaluation found it achieved short-term outcomes including increased knowledge of laws relating to sex, sexual violence and how to deal with it.	MoH
37	It's Our Business	Workshop aimed at hospitality staff to promote bystander intervention.	Young adults (18-25)	Wellington	2015 evaluation found the Who are you? film and It's Our Business meets evidence based principles. Suggested improvement in attitudes, skills and intended behaviour change (although evidence for improvement in attitudes does not fully support this claim and not sufficient evidence on sustained behaviour change).	

APPENDIX 4: READING CAUSAL LOOP DIAGRAMS

To get the most out of the Causal Loop Diagrams (CLDs) it is useful to have a good understanding of the elements used and how they are constructed. The following example is intended to give you a quick overview of how to read and understand these diagrams

Reading CLDs: Understanding the Impact of Chickens Crossing Roads

This simple model is designed to highlight the key elements of CLDs. The following diagram shows the first part of the system being mapped, that is, the relationship between chickens and eggs. In this model the more chickens there are the more eggs will be produced. This is shown by the arrow from chickens to eggs. The key elements are the variables 'chickens' and 'eggs', the arrow from chickens to eggs, indicating that the number of chickens influences the number of eggs. The '+' indicates a 'positive' relationship, that is, *more* chickens leads to *more* eggs, ALSO that *less* chickens leads to *less* eggs. The arrow from eggs to chickens says the same thing, that is, *more* eggs leads to *more* chickens, ALSO that *less* eggs leads to *less* chickens. The dynamic that is created by this map is exponential growth or decay. That, is the chickens will keep on growing
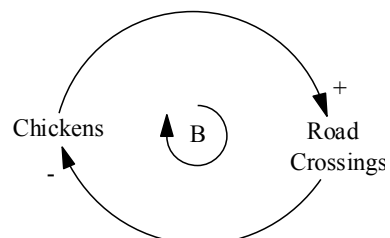
But, as we know chickens have a habit of crossing roads. Despite extensive research we still don't know why but it does happen. As the map shows the more chickens there are the more road crossings there are, indicated by the arrow from chickens to road crossings and the '+' polarity. The new element here is the 'negative' sign on the arrow from road crossings to chickens. This is read as *more* road crossings leads to *less* chickens, and *less* road crossings leads to *more* chickens. So, when there is a '-' negative polarity on the arrow the influence is in the opposite direction i.e. *more* of one leads to *less* of the other, OR *less* of one leads to *more* of the other.

When you add both together you get something a bit more interesting:
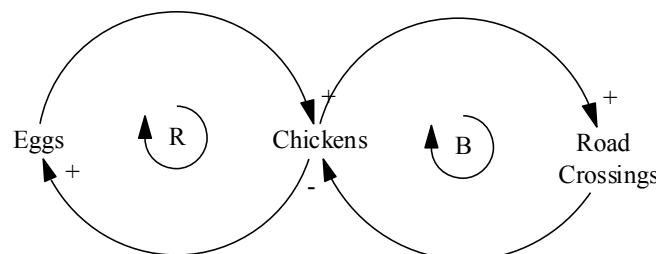
The number of chickens is now determined by both the number of eggs and the number of road crossings. To know how many chickens that are going to be you need to get data on fertility rate, their propensity to cross roads and how often they get hit.

This very simple CLD contains all the key elements that are in the Framework causal maps. These are discussed below.

Reading CLDs: Spheres of Influence and Drivers of Change

The maps used to describe the spheres of influence and drivers of change used exactly the same elements as those described above

It is important to note that these maps represent knowledge at one point in time and can be viewed as representing what we know now. Because they are visual and the factors and the relationships between them are explicit, they should also be the focus of ongoing research and evaluation. Over time they can, therefore, be developed and refined to better reflect research and ACC's experience in funding and evaluating initiatives that, 'support children and young people to experience safe, healthy and respectful relationships'

Below is a segment of *Figure 4: Building individual resilience causal loop diagram* that will be used to explain the reading of causal loop diagrams (CLDs). Although it is possible to start the 'story' of individual emotional strength at any point, this description starts with an individual's emotional strength.
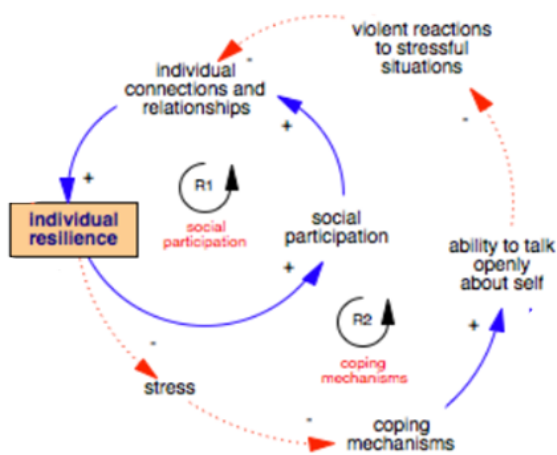
Links

The diagram contains multiple 'concepts' that are related to individual emotional strength. An important component of a CLD is the links between these concepts. For example, the presence of emotional strength driving an increase in social participation. In the CLD this is shown by the blue arrow from the concept of 'emotional strength' to the concept of 'social participation'. This link says that as emotional strength increases (or decreases), the social participation also increases (or decreases). This is a positive link, denoted by the '+' sign at the arrowhead and the blue colour. With positive causal links more of one leads to more of the other and, conversely, less of one leads to less of the other.

If we look at the link from 'emotional strength' to 'stress' we see an increase in emotional strength drives a reduction in stress. The link between 'emotional strength' and 'stress' is a negative link and denoted by the dashed red line and the '-' sign at the arrowhead. With negative causal links more of one leads to less of the other and conversely, less of one leads to more of the other.

Feedback loops

There are two feedback loops illustrated in this segment of Figure 4 which capture the dynamics generated by the set of causal links in this system. Starting from any variable the behaviour of the loop is established by tracing through the effects of each link until a circuit is completed. If the net effect is to reinforce the initial change, the loop is reinforcing. This is also referred to as a positive loop and is denoted by a 'R' in the diagram. For example, An increase in the social participation of an individual leads to an increase in their individual connections and relationships. This in turn increases their individual emotional strength which loops back and increases social participation. Thus, an initial increase in social participation is reinforced and sustained. This is a positive feedback loop where the effects will continue to go in the same direction.

It should be noted that negative or 'balancing' feedback loops may also exist in a CLD, although none are present in the CLDs that are the foundation of this Framework. In a negative feedback loop the net effect of the circuit is to counteract the initial change to bring balance back into the system.

APPENDIX 5: EXAMPLE APPLICATION – MATES AND DATES

'Mates and Dates' is an ACC funded programme designed, within the Framework we are proposing, to increase the emotional strength of young people. As an individual programme it can be said to have an appropriate focus that can contribute to ACC's goals. It can also be seen as one 'programme' within the Systems Theory of Change and can be evaluated on that basis. However, if ACC is to be successful in achieving its goals then it will be important to understand which system elements 'Mates and Dates' contributes to and which it does not.

System focus	Context	Interventions	Connections	Suppo...
Actions	Initiatives that aim to change the political, social and cultural environment in ways that make violence unacceptable. Needs to be a continuous focus of ACC initiatives.	The focus here is on high-quality interventions targeting specific groups. If the system is to be coherent and connected it needs parts that can be connected. The focus here is on making sure that there are enough high quality, accessible interventions in place to meet needs	These interventions require an understanding of what makes the system a system and focuses on the integration, linkages and alignment between the parts across the system. This could involve sharing staff development across initiatives, sharing technology and data, aligning performance measures. It could also include the development of shared protocols and memorandums of understanding cross organisations.	Sometimes the need the service frontline level of governance, or other critical supp mechanisms. interve this level aim to ensu individual interventio overall system have supports in place tha needed to function e and efficiently.
Outcomes	These could include increased public awareness, public and community engagement, changes in policy, additional funding, new advocates or champions	Outcomes can be related to the interventions itself (e.g. participation levels, quality, operational efficiency) or to participant-level outcomes (e.g. improvements in pro-social skills)	Outcomes could include improved co-ordination, alignment and integration across individual interventions. At an operational level these could include co-ordinated eligibility requirements, referrals from one intervention to another, joint planning across different interventions, cross-organisation training, shared data, MoU's between different organisations.	Governance structure oversee and co-ordina interventions, R&D th encourages cross-sys understanding and us aligned standards
Examples	It's not OK White ribbon Liquor licencing and management	Mates and Dates (R) Kia Kaha (R) Keeping ourselves safe (R) Loves Me Not (R) FLO Talanoa (C)	Youth Crime Action Plan Family Violence Prevention Networks	National coordinator i Violence intervention p Making a Difference w