

# University Change Makers

## INTERNATIONAL UNIVERSITY NETWORK

### OUR VOICES: CHILDREN CHALLENGING SEXUAL VIOLENCE AGAINST CHILDREN (SVAC)

# Why universities are change makers

- Culturally sustaining pedagogy
  - Generate new knowledge
    - Create new curriculum
  - Train future professionals
    - Create critical thinkers
- Nurture innovative research

# Children challenging sexual violence

- Led by University of Bedfordshire with support from Oak Foundation Children First Fund of Tides foundation
- In consultation with the Global Partnership to end violence against children (<http://www.end-violence.org>)
- Focus work 'with' children: participatory activities
- Survey, interviews, webinars, briefing papers

<https://www.our-voices.org.uk/news/2019/new-briefing-universities-challenging-sexual-violence>

# SURVEY / INTERVIEWS

- 64 individuals from 42 Universities
- 10 others: (I)NGOs and UNICEF and Government funded research centre
- 8 Semi structured interviews with 5 academic staff, 2 PhD students and 1 representative from UNICEF
- Still live at [https://bedshealthsciences.eu.qualtrics.com/jfe/form/SV\\_7PQirxMhd2z3IMV](https://bedshealthsciences.eu.qualtrics.com/jfe/form/SV_7PQirxMhd2z3IMV)

# FINDINGS: UNIVERSITY CHANGE MAKERS

- limited university leadership in this area
- No long term strategy: reliance on individuals
- Limited International evidence on children and young people's involvement in participatory research on sexual violence
- [https://www.our-voices.org.uk/assets/documents/UoB\\_BeingHeard-report.pdf](https://www.our-voices.org.uk/assets/documents/UoB_BeingHeard-report.pdf)

# FINDINGS: ACADEMIC DISCIPLINES

- Small number of universities focusing specifically on SVAC (17 out of the 42 identified)
- Fewer engage in participatory approaches in this field (5 universities identified).
- Research mostly contained within social work, health and psychology.
- Little engagement with SVAC in sport, tourism, geography or business studies.

# FINDINGS: RESEARCH and PRACTICE

Participatory approaches require strong pre, during and post engagement strategies.

Most work is 'applied' :

- researchers with a background in practice (often as youth/social workers and psychologists)
- developed in close partnerships with (I)NGOs

# FINDINGS: ETHICAL FRAMEWORKS

- Domination of 'ethical' approaches from high income countries
- Ethics committees questioned: composition and rationale
- Ethics questions: Who is a child? Who gives consent? What is the impact and long term gain for children?
- Support services for children are needed alongside research

# NEXT STEPS

- Create SVAC University Leadership Framework:
- Identify opportunities for interdisciplinary research collaborations: not just health and social work
- Connect postgraduate students: support new work
- Explore ethical guidance to youth participatory research <https://www.our-voices.org.uk/assets/images/IC-CYP-participation-ethical-working-paper.pdf>
- Collect further evidence of university activity in this field

# UNIVERSITIES ARE CHANGE MAKERS

- Can embed culturally sustaining Pedagogy
- Do train and re-train the new work force
- Do enhance long term recovery through research and teaching and learning
- Do influence local, national and international policy and practice

# Websites

- <https://www.beds.ac.uk/ic/current-projects/learning-from-the-experts>
- <https://www.our-voices.org.uk/assets/images/IC-CYP-participation-ethical-working-paper.pdf>
- <https://www.beds.ac.uk/media/86928/lfteethical-statement31052017.pdf>
- <https://www.beds.ac.uk/media/86813/makingnoise-20042017.pdf>
- <https://www.contextualsafeguarding.org.uk/en/>
- <http://www.end-violence.org>

# Other reading

- Aparajeyo-Bangladesh (2010) Youth-led survey on the commercial exploitation of vulnerable children & youth in Dhaka slum areas. Aparajeyo-Bangladesh and ECPAT.
- Block, K., Warr, D., Gibbs, L. and Riggs, E. (2013) 'Addressing ethical and methodological challenges in research with refugee-background young people: Reflections from the field', *Journal of Refugee Studies*, 26(1), pp. 69–87. –
- Cody, C. (2017) "We have experience to share, it makes it real": Young people's views on their role in sexual violence prevention efforts', *Children and Youth Services Review*, 79, pp. 221-227.
- Gerison Lansdown, 'Every Child's Right to be heard: A resource guide on the UN Committee on the Rights of the Child General Comment No. 12',
- Save the Children UK and UNICEF, 2011 - SANLAAP (2010) Vulnerability of children living in the red light areas of Kolkata, India: A youth-led study. YPP-SA and ECPAT. –
- van Blerk, L., Shand, W., and Shanahan, P. (2017) 'Street children as researchers: Critical reflections on a participatory methodological process in the 'Growing Up on the Streets' research project in Africa', *Methodological Approaches*, 2, pp. 159-178 –
- YPP Youth from Maiti Nepal (2010) Youth-led study on the vulnerability of young girls working in restaurants, bars and massage parlours in Kathmandu. YPP Youth from Maiti Nepal, CWIN, Bishwas Nepal and ECPAT.

For more information and resources visit  
our website [www.beds.ac.uk/ic](http://www.beds.ac.uk/ic) and  
[www.our-voices.org.uk](http://www.our-voices.org.uk)

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