

JOINT LEARNING INITIATIVE *on* FAITH & LOCAL COMMUNITIES

TOR for JLI Learning Hub on Ending Violence Against Children

August 2017

1. Background

The Joint Learning Initiative on Faith and Local Communities (JLI) is an international collaboration on evidence for faith groups' role and contributions to local community health and wellbeing and ending poverty.

Our Vision: Full and appropriate engagement of the capacities of faith groups in the achievement of the SDGs through effective partnerships with public sector and secular entities, as well as among faith groups themselves.

Our Goals:

- Build cross-sector, multi-religious, interdisciplinary, collaborative learning platforms to gather robust evidence for capacities, activities and contributions of faith groups
- Understand the drivers of attitude and behavior change for policy makers and practitioners relating to engaging with faith groups
- Deliver smart communication to policymakers and practitioners to transform the quality, and effectiveness of partnerships between faith groups and secular development and humanitarian entities

For more information about JLI Learning Hubs, governance, and information resources please see [the JLI website](#).

2. The Ending Violence Against Children Learning Hub

Purpose of the Group

The intention of this Hub is to be a horizontal learning community that links academics, policy makers and practitioners working on issues of ending violence against children. Framing questions for the Hub are listed in the [appendix](#) and will be refined further through evidence scoping and policy dialogue in the first phase of the Hub. For more information on the Hub members see the background section and list of organisations at the end of the document.

Any research conducted would be expected to adhere to academic values and principles including respect for academic independence, a focus on academic excellence and an aspiration to develop practical recommendations based on evidence generated by research.

The goal would be to:

- identify and examine what we know within VAC and faith, how we can better communicate this
- identify gaps in knowledge which can then be addressed through further research and learning (with an emphasis on practical application afterwards).
- arrive at practical actionable recommendations in these areas (for programmes and policy) that JLI members would be encouraged to implement in their own organisations, use to potentially influence the practice of others, and which could increase effective partnerships/collaboration between members of the Hub (secular and faith based) in ending violence against children.
- The Hub will work alongside other JLI Hubs to ensure complementarity.

Background

The interest in significance of faith in processes of violence against children has steadily grown over the last few years. Many faith-based agencies, including humanitarian/development INGOs, focus on this issue in more depth and reflect this in growing programmatic portfolios, collaborations and research. Beyond faith and non faith-based agencies, and academic stakeholders, secular agencies in development, humanitarian and peace building sectors have also had increased interest in this area, including the [Global Partnership to End Violence Against Children](#), UNICEF, International Institute for Child Rights and Development and networks of foundations demonstrate external interest.

The concept of the Hub first began with a gathering of JLI key leadership, which was endorsed by the JLI Board. A first meeting will be held May at the 5th Global Forum of the Global Network of Religions for Children that will be held May 9-11, 2017 in Panama with interested academics and agencies, to further refine which specific issues within the scope of 'faith and violence against children' organisations would potentially want to explore in detail. At the same time, a more proactive outreach will take place to extend the reach of the Hub. A survey, conducted in necessary languages, will be sent out in summer 2017 to assist in narrowing down which Hub focus areas. The results of this survey will be used to inform the on-going revision of this TOR and the scoping study preparation.

3. Hub Operations Leadership

The convening co-chairs of the JLI Learning Hub on Ending Violence Against Children are:

- Carola Eyber (Queen Margaret University, Institute for Global Health and Development, Senior Lecturer): CEyber@qmu.ac.uk
- Robyn Hagan (World Vision International, Global Advisor - Faith Partnerships for Child Protection): robyn_hagan@wvi.org
- Rebeca Rios-Kohn (Arigatou International New York Office, Director): r.rioskohn@arigatouinternational.org

Expectations of co-chairs

The Hub chairs will guide the development and production of a Scoping paper, coordinate learning and sharing amongst the group on an on-going basis and also provide leadership for any research pieces that emerge from the hub. Hub co-chairs will participate in periodic evidence review calls with JLI Knowledge Manager and Coordinator Hub co-chairs are expected to participate in Cross-Hub Learning Exchange calls, and coordinate with the leadership of the SGBV Hub to assure complementarity where possible

Specific expectations:

- Set strategic **goals and direction** for the Hub. Work with JLI Leadership and members to make sure that the objectives of the Hub are achieved, membership onboarding and work plan is in place
- **Membership:** Suggest key members to assure inclusive group of experts as members of the Hub . Use best efforts to make the Hub relevant and valuable to members so that they will prioritize participation and contribute to a valuable learning exchange
- Lead an active **learning community** by facilitating exchange of information among members; encourage members' contribution to the knowledge base of the Hub, including period presentations of their own work, and sharing of reports and case

studies, both published and unpublished, eg research reports, programme evaluations, structured interviews and case studies

- **Communicate:** Oversee and encourage quality communication of evidence from the Hub including up to date on-line resources on JLI site, scoping report, policy briefs, papers, talking points and powerpoint presentations summarizing the best evidence from the Hub. Actively seek opportunities to present the hub work and provide leadership to dissemination of the evidence produced by the Hub to appropriate policy makers, networks, professional gatherings, journals and conferences
- Oversee the development of the scoping study and an ongoing **research strategy** focusing on key gaps in knowledge identified by through the work of the Hub. Identify research partners to lead follow-on research, field partners to collaborate, and potential donors to support the research

Membership

Membership of the JLI EVAC Hub is international and open to any expert working on faith and violence against children, and will include members from global south and north, drawn from the worlds of academia, policy and practice. It aims to have members representing expertise in a diverse cross section of different faith-based groups (including Christian, Muslim, Jewish, Hindu, Buddhist, etc.) as well as groups and individuals who identify as secular or non-faith based.

A small group of core members will be invited to help shape the objectives & activities of the group initially for the first year of the hub's work (Aug 2017-2018). Review of continued need at one year. Anticipated time commitment: 5 hours more than members.

Core members will be invited to review and give initial feedback key hub documents (Terms of Reference, Concept note, Hub Scoping Proposal etc). Propose prioritization of hub key themes based on expertise in the field. Suggest new members to assure inclusivity of members of the EVAC Hub. Engage as a hub member as outlined below.

Expectations of Members

Learning Hub members will participate as both holders and seekers of evidence and will be expected to participate actively in the shaping of the Hub itself, including the development of research questions, the process of evidence gathering, and providing oversight and contributions to the preparation and editing of the Scoping Report.

Specific expectations - members will:

- **Membership:** Join the EVAC Hub through the [registration form on JLI's website](#). Ensure as far as possible that the most suitable person(s) in their organisation is/are engaging with the Hub, while acknowledging flexibility needed with organisational changes in focus and staff changes.
- **Learning Community:** Share existing learning on key thematic areas (studies, reports, case-studies etc.), through the Hub web page and meetings, and engage with the insights shared by other member . Members are expected to present their own work from time to time to Hub members
- **Communicate:** provide feedback on scoping study, policy briefs, papers, talking points and powerpoint presentations summarizing the best evidence from the Hub. Seek opportunities to present the hub work and provide leadership to dissemination of the evidence produced by the Hub to appropriate policy makers, networks, professional gatherings, journals and conferences
- **Research:** participate in the scoping study and research identified by Hub. Complete surveys relating to the work of the Hub including to frame the Hub's overarching areas of focus and research questions or circulate calls for submissions and surveys to networks

Hub Member Benefits

- Access to latest evidence
- Ongoing Learning Community & forum for presenting own work and learning from others
- New cross-sector collaborations and partnerships
- Useful communications tools which can be adapted and branded to own work

JLI Support

JLI through its Knowledge Manager (KM) and Coordinator provides support to the EVAC Hub, coordination and linkage to other Hubs and to the JLI Leadership. JLI also provides limited financial support for hub core funds and research assistance for the Scoping report.

Key expectations of KM:

- Coordinate member engagement (emails and surveys)
- Facilitate creation of an EVAC Hub process to onboard members and communications plan with Hub Leadership and building and sustaining learning exchange community.
- Draft tailored evidence informed talking points, presentation templates, and relevant synthesis formats for review from Hub Leadership
- Manage and ensure accessibility of web resources and dissemination to members and JLI network
- Facilitate quarterly engagement with Hub Leadership and JLI to ensure the best evidence is available in database and engagement between hubs
- Assist with research funding applications, including serving as financial intermediary where useful

Convening Venues & Hub operations:

Learning Hubs operate virtually

Meetings are generally by conference call and Zoom, initially once every two months (TBC), and actively collaborating over a three-year period.

Hub members will use the hub website as a place to share existing learning and collaborate with other members on events, resources etc: evac.jliflc.com. Communication will be through email, but may occasionally post relevant information on the hub website. Hub activities will be conducted in English with materials translated in other languages if necessary.

Hub decisions will be made with the co-chairs and majority member input.

4. Hub stages

The JLI EVAC Learning Hub is expected to last for 3 years and the stages of a hub would be as follows (roughly):

1. **Consultation and convening of the group:** bring together academics, policy experts, and practitioners to leverage joint expertise to overcome evidence gaps re: faith and faith actors influence on Violence against Children
2. **Scoping:** a review will be conducted of existing evidence on ‘what is out there’ and ‘what is being done’ with regards to relevant thematic sub areas. These may include a focus on LFCs, and other key themes- to be identified by convening members of the learning. A Scoping study, annotated bibliography and summary brief will be produced. This will be led by the Academic Co-Chair of the Hub with the active involvement of the other Co-Chairs. This would lead to outlining a number of questions and areas where further research needs to be conducted.
3. **Learning and sharing:** Ongoing learning and sharing of existing analysis, research, debates and evidence relating to key thematic areas and trends within the Hub, to

encourage collective learning, dialogue and influence and identify future opportunities for collaboration.

4. **Research:** based on questions and gaps identified in the Scoping phase, funding would be sought for specific projects, each led by an academic partner (not necessarily the Co-Chair). The Hub's role will be to identify funding opportunities and encourage Hub members to do the same so that research gaps can be addressed. The Hub may also link members from academia, policy and practice in research collaborations, as other JLI Hubs have done in the past.
5. **Publication and Dissemination:** The policy and practice implications of the research would be fed back as learning to members, to digest internally, further other collaboration, and be used in advocacy to wider policy, practitioner and academic communities. The broader implications of the research would also be shared widely with interested public audiences, including through media outputs, contributions to online fora, and relevant public events.
6. **Hub sustainability:** It is anticipated that the Hub would help form partnerships and relationships that would endure beyond its active collaboration. Leaders and members will be expected to commit to active participation during the initial start up and scoping. Learning hubs on average last from 12 months to four years. If members so wished, discussions can occur about how to continue such a platform beyond its JLI lifespan.

5. Hub timeframe (approximate)

Stage 1. May – September 2017

- TOR finalised by the end of August
- Co-Chairs and Hub members identified
- Hub announced at the GNRC Conference and online [JLI website presence established](#)
- First Hub Meeting [September 19](#) rsvp to evac@jliflc.com

Stage 2. Scoping & Mapping (approx October 2017 – October 2018), as well as ongoing learning in the Hub

- Specific ToR for Scoping Study agreed by members, with questions, processes and leads identified and confirmed.
- Scoping process begun, first draft completed and circulated for members for feedback, document finalised and launched. Summary Policy Note developed, finalized and disseminated.
- Powerpoint presentation on Scoping Report developed for use by Hub members in presentations
- Members post resources on the web-based Hub page

Stage 3. Learning and sharing (across all three years of the project, 2017-2020)

- Hub continues to meet with members sharing other learning and new projects at meetings and virtually via website.
- New Hub members continue to join and sharing learning.

Stage 4: Research stage (over course of 2nd & 3rd years of the hub, 2018 - 2020)

- Based on research questions in the Scoping paper, collaborations / partnerships will be encouraged between potential funders, research institutions and other JLI members, to address these areas and undertake discrete pieces of research. Other members can feed into this in terms of case studies, reviewing, assistance to find funding etc.

Stage 5: Publication & Dissemination (over course of 2nd & 3rd years of the hub, 2018-2020)

- JLI Hub on EVAC research is disseminated amongst members and also other external stakeholders.
- Co-Chairs and Hub Members share insights from the Scoping Survey to public fora
- Paper(s) submitted to peer-reviewed journal

- Learning is internalised as well as discussed in the hubs.
- Learning is showcased at high level events to inform policy and practitioner discussions.

Appendix I: Framing questions

Support or opposition to children who've experienced violence.

- How do faith leaders and religious norms and teachings provide support or oppose children of all abilities who've experienced violence?
- How do children view the involvement of faith communities in child protection issues?
- What practices are there regarding spiritual support to children?

Psychosocial Support

- To what extent do religious identity, values and practice provide psychosocial support and promote resilience of children?
- To what extent are faith leaders and communities prepared to engage children with disabilities exposed to violence?

Child Protection System (formal and non-formal):

- Does faith community have a role in the children protection system? What is the faith community's role in the child protection system (and at different stages and spaces through this journey)? How can (do) they strengthen or undermine the system? What are the critical successes or enabling factors? How can that role be strengthened?
- What motivates or inspires religious communities to take action with respect to child protection in their local communities? Is this effective, to what extent and how?
- Does engaging faith communities through a religious/spiritual perspective enable support and sustainable change beyond that achieved through community engagement?
- What is the contribution of faith communities' engagement in ending violence against children? (e.g., can we attribute any change to them?)
- How do local faith communities substantially influence the protective environment supporting (both positively and negatively) EVAC?
- What is the impact of faith leaders who intervene in public debates about ending violence against children?
- How does interfaith collaboration in relation to child protection issues strengthen/contribute to EVAC?
- How does collaboration between faith leaders from different faith communities lead to increased social cohesion and community engagement to EVAC with child protection issues?
- What support or technical expertise do faith leaders require to reinforce good practices in ending violence against children of all abilities?

Faith Influence on Caregiving

- How does caregiving and faith impact VAC including moral guidance, religious education, corporal punishment or not, and other issues of violence affecting children directly?
- What is the role of faith leaders in local and national level advocacy for EVAC?

Gender

- How faith and faith actors are implicated in support or opposition in gendered violations of children's rights?

Child Participation

- Faith implications in support or opposition of child participation?

Organisations and individuals who have expressed interest to date:

<https://docs.google.com/spreadsheets/d/1pNiezW8GVuD4wXa4YRV5LlwfYQXpdDLEcZg2Z3kzchM/edit#gid=0>