



# In Practice

## NEWSLETTER

August 2010

### Communication for Development

#### IN THIS ISSUE:

Theme: Communication for Development

News from C4D

News from IKM

In The Spotlight: C4D Innovations, Lessons Learned and Good Practices

#### COMMENTS AND QUESTIONS

We would like to hear your views about the newsletter and the database and website. Please send your feedback and suggestions to [lessonslearned@unicef.org](mailto:lessonslearned@unicef.org).

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This issue of the *In Practice* newsletter focuses on innovations, lessons learned, and good practices in the Communication for Development (C4D) aspects of UNICEF-assisted programmes. Communication lies at the heart of sustainable human development. For the past four decades, UNICEF has been one of the few agencies to successfully mainstream large scale communication and social mobilization on issues such as the expanded programme on immunization, prevention of iodine deficiency disorders, control of diarrhoeal diseases and reduction of female genital mutilation/cutting. C4D uses a combination of strategies including advocacy, social mobilization and a mix of interventions focused at the community and household levels, to facilitate the process of behaviour and social change.

Over the past two years, there has been growing recognition in UNICEF that C4D can accelerate the success and sustainability of programmes. As UNICEF strengthens its C4D function as a cross-cutting strategy, the need and demand to share information across all levels of the organization has grown. It is in this spirit that this issue of the *In Practice* Newsletter is devoted to sharing experiences that have C4D strategies at their base.

Among the 30 cases included in this Newsletter and posted on the *In Practice* database are: empowerment of adolescent girls for decision-making on marriage in Bangladesh, promotion of social change and civic engagement through village relays in Burkina Faso, use of ideation and 'most significant change' techniques to monitor C4D interventions in India, participatory action research in Mali, engagement of local leaders and media in scaling up the total sanitation initiative in Zambia. We hope the examples shared in this newsletter provide inspiration and ideas for your office and your programmes, and we also encourage you to document and share your own C4D experiences with us.

This newsletter is a collaborative initiative among contributing country offices and the C4D (Teresa Stuart, Akiko Sakaedani Petrovic and Rema Venu) and the Information and Knowledge Management (Ian Thorpe and Rinko Kinoshita) teams in the Division of Policy and Practice. To share a C4D-related experience, please write to us at [C4Ddhq@unicef.org](mailto:C4Ddhq@unicef.org). To share experiences on other areas in the *In Practice database*, please write to Rinko Kinoshita and Ian Thorpe at [lessonslearned@unicef.org](mailto:lessonslearned@unicef.org).

Rina Gill

Chief, Communication for Development  
Gender, Rights and Civic Engagement  
Policy and Practice





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## NEWS FROM C4D

### The 2011 UN Roundtable on Communication for Development

UNICEF has been designated as the host agency for the next biannual UN Roundtable on C4D, which is planned for October/November 2011. The 2nd preparatory meeting was held on 28-29 June in New York with participation from UNESCO, UNDP, ILO, ITU, UNCDF, World Bank and UNDPI. The theme of the UNRT is “Adolescent Girls” and will allow for new and exciting collaboration within and across UN entities. For further information, please write to Paula Claycomb ([pclaycomb@unicef.org](mailto:pclaycomb@unicef.org)).

### Inter-agency C4D Research, Monitoring and Evaluation (R,M&E) resource pack

As an input to the 2011 UNRT and as a resource for C4D Learning Workshops, a C4D R,M&E resource pack is being developed by UNICEF in collaboration with UNDP, UNESCO, FAO, ILO, WHO, UNAIDS, the World Bank and others. An international panel of 17 R,M&E experts has been formed to review and suggest improvements to the resource pack. Consultants from the Queensland University of Technology are putting together the resource pack which should be ready by December 2010. To suggest resources for inclusion, please contact Teresa Stuart ([tstuart@unicef.org](mailto:tstuart@unicef.org)).

### Web-based learning modules

A [90-minute webinar](#) on the role of C4D in Exclusive Breastfeeding is ready to be offered online to requesting country and regional offices. The WASH section at HQ also offers a webinar on the role of communication in handwashing with soap. The module on C4D Basics should be ready in September/October. Modules on diarrhoea and use of oral rehydration therapy and malaria and use of insecticide-treated bednets are also being developed. For more information on the modules, please contact Teresa Stuart ([tstuart@unicef.org](mailto:tstuart@unicef.org)) and Akiko Sakaedani Petrovic ([asakaedani@unicef.org](mailto:asakaedani@unicef.org)).

### Country Office C4D Learning Workshops

A ‘Training of C4D trainers’ workshop was successfully completed in Nicaragua in June 2010. Upcoming workshops include Kenya (August) and Morocco (September) and possibly Tanzania, Algeria, Kosovo and DPRK. For queries and information on these workshops, please get in touch with Neha Kapil ([nkapil@unicef.org](mailto:nkapil@unicef.org))!

### Publications:

#### [Communicating with Children - a guide for the development of communication materials](#)

The C4D Unit at UNICEF HQ is producing a guide to ensure that UNICEF’s interventions for communicating with children are developmentally and culturally appropriate and reflect the organization’s core values and principles. It will serve as a reference point for the development of communication materials for children aged 0-6, 7-10 and 11-14 years of age. For more information on this, please contact Rina Gill ([rgill@unicef.org](mailto:rgill@unicef.org)).

#### [“Communicating with Decision Makers”, Glocaltimes, May 2010](#)

[Silvia Balit](#) reflects on potential obstacles and opportunities for the development and implementation of a common advocacy strategy that recognizes the three interrelated C4D priorities that were approved at the 11th UN Roundtable on C4D — advocacy with policy makers, M&E to demonstrate impact, and training of C4D professionals.

#### [Communication and Governance Guide, Claire McLoughlin, Zoë Scott, May 2010](#)

[This guide](#) introduces recent literature on the role of communication in governance and highlights the major debates surrounding the relationship between communication, government accountability and responsiveness, and state-society relations in developing countries.

#### [The institutional challenges of participatory communication in international aid, 2008](#)

[Silvio Waisbord](#) explains the bureaucratic imperatives that constrain the incorporation of participatory communication in international aid organizations.

### Call for more C4D case studies!

We’d love to hear your C4D stories, in particular, case stories/studies (good photos a plus!) on effective and innovative community-based C4D approaches for malaria and diarrhoea prevention; early and exclusive breast feeding; handwashing and other hygiene and sanitation practices. Likewise, we encourage you to showcase integrated C4D approaches that promote equity, non-discrimination, inclusion, gender equality, community engagement, participation, and that address disability and issues of violence.

For submission, please use the newly updated template available on the [C4D Intranet site](#).



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## NEWS FROM IKM

### 31 UNICEF cases in the 2010 MDG Good Practices publication

In June 2010, UNDG published “[MDG Good Practices](#)” which takes stock of evidence and experiences at country, regional and global level to overcome challenges to and achieve the MDGs. It includes 31 examples from UNICEF that are available on the [In Practice database](#). They were also featured in our [newsletter](#) of January 2010. A Webinar was held on 4 August 2010 wherein Hideko Hadzialic, former MDG Network Manager at UNDG, talked about their work and Ian Thorpe provided a foreword on UNICEF’s efforts in identifying and documenting lessons learned. The webinar (recorded on [Elluminate video](#)) was attended by over 30 people from UNICEF HQ and field offices as well as UNDG. Read related [blog post](#) by Ian.



### Submissions

Help others learn from your experience. We encourage all UNICEF staff to submit innovations, lessons learned and good practices to the [In Practice database](#). These submissions will provide staff with the most up to date information of projects in the field.

[In Practice](#) features guidelines, templates and technical support for documentation and submissions - don’t hesitate to contact us with questions.

### Templates

- Innovations
- Lessons Learned
- Good Practice
- End -of-Assignment Report

### VISIT *IN PRACTICE*

[www.intranet.unicef.org/pd/inpractice.nsf](http://www.intranet.unicef.org/pd/inpractice.nsf)

### Documenting innovations and Lessons learned on Policy Advocacy and Partnerships

The IKM and Policy and Advocacy Units have jointly initiated an exercise to document innovations and lessons learned in Policy Advocacy and Partnerships (Focus Area 5), specifically in the areas relevant to Social and Economic Policy. To date, five cases have been finalized, and many more are on the way. We thank participating country and regional offices for their tireless efforts and interest in sharing their experience. These cases from [Burkina Faso](#), [Morocco](#), [Egypt](#), [Lesotho](#) and [Jordan](#) were also featured in the recent [Social Policy Newsletter](#).

### Field Notes: Education in Conflict and Transition Contexts

The [second edition of Field Notes](#) highlights the importance of supporting education in conflict and transition contexts, the challenges faced, and good practices identified from UNICEF’s experience. It draws on country case studies of programmes from the Democratic Republic of Congo, Nepal and Southern Sudan.

### Documenting Experiences in National Evaluation Capacity Building

The Evaluation Office at UNICEF New York has been collecting Innovations, lessons learned, and good practices in national evaluation capacity building. To date, over 10 countries have documented their experiences, including [building an evaluation professionals network in Morocco](#) and [development of an M&E policy in Uganda](#). All cases will be posted on the [In Practice database](#) shortly.

### Doing your LDI project on Knowledge Management?

A number of people enrolled in the Leadership Development Initiative (LDI) have contacted us about their action learning projects. It seems that many participants have chosen to do their LDI projects on some aspect of Knowledge Management (see [Ian’s blog post](#)). For example, Graham Lang from the Angola office is looking at methodologies and tools for documenting best practices in non-sector specific situations. If you have experience in this area, please share them with the [Evaluation Community](#) or the [KM Community](#).

### Learning from failures “FailFaire”

A “FailFaire” is an informal gathering of people who are involved in a particular area of work to share their experiences on failed projects. The discussions focus on the nature of the failed initiative, why it failed, and on what can be learned from it to improve future performance. The initial FailFaire in New York was organized by [MobileActive.org](#), and attended by Erica Kochi, Chris Fabian and Ian Thorpe. [Read [Ian’s blog post](#).] The 2nd event, co-sponsored by the World Bank Institute, was held in July 2010 and attended by Rinko Kinoshita (read [her blog post](#)). Interested in setting up a similar event? Please e-mail us at [lessonslearned@unicef.org](mailto:lessonslearned@unicef.org).



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## In the Spotlight

The following abstracts of 30 lessons learned, innovations and good practices in C4D are arranged in alphabetical order. Click the hyperlink on the title to access the full-text document on the [In Practice database](#).

### [AFGHANISTAN: Women's Courtyards — A Women-to-Women Communication Strategy for Polio Eradication](#)

The high immunization coverage achieved during the National Immunization Day in early 2008 was beginning to stagnate. Possible causes were too much reliance on the regular communication channels and over-burden of administering polio vaccine by male community health workers. In the face of social and cultural barriers which inhibit women from participating in social events, the programme successfully mobilized women to tackle the difficult task of ensuring 100% coverage of polio drops in polio endemic areas.

### [BANGLADESH: Achieving MDG-5 for Maternal Mortality Reduction in Bangladesh — Contribution of Community Support Systems \(ComSS\)](#)

Despite the progress made over the last few years, maternal mortality in Bangladesh continues to be one of the highest in South Asia. The project set up a mechanism that provides support to pregnant women and their families to increase their access and ability to obtain emergency obstetric services. This mechanism has been built on collective efforts and participation of community members.

### [BANGLADESH: Kishori Abhijan — Empowerment of Adolescents](#)

Adolescents in Bangladesh live in a socio-cultural environment of pervasive gender discrimination resulting in inequalities of nutrition, health, education and financial status. The Kishori Abhijan initiative, an intervention to change behaviour and social norms, has empowered adolescent girls to talk to their families and communities about their education and development needs as well as their preference to delay marriage or engagement. Social networks have been created for promoting inter-generational dialogue and building community ownership.



© UNICEF Bangladesh/2008/Shehab Udin

### [BOTSWANA: Distributing Long Lasting Insecticide Treated Nets \(LLIN\) in Okavango](#)

Malaria is a major public health problem in Botswana and is endemic mainly in the northwest part of the country. A series of LLIN education and distribution campaigns were organized in the Okavango subdistrict, one of the endemic areas. The post-campaign survey confirmed that ownership and usage of LLINs in Okavango increased substantially. The evidence-based C4D strategies were the driving force and an important factor behind the success.

### [BURKINA FASO: Communicating for social change and civic engagement with village relays](#)

Burkina Faso is still far from achieving the MDG target of reducing child mortality. Between 2002 and 2008, unit relays have been established in 1,200 villages to ensure communication activities for accelerated child survival and development. A total of 6,000 relays were trained on key family practices and on organizing door-to-door talks to reach 3.6 million inhabitants. Taking advantage of existing structures in the community is instrumental for ensuring sustainability of communication activities.



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#### Countries sharing their C4D experiences in this issue

##### CEE-CIS

Moldova  
Serbia

##### EAPRO

Indonesia  
Myanmar  
Papua New Guinea  
Thailand  
Vietnam

##### ESARO

Botswana  
Burundi  
Madagascar  
Malawi  
Rwanda  
Uganda  
Zambia

##### MENARO

Djibouti  
Egypt  
Sudan

##### ROSA

Afghanistan  
Bangladesh  
India

##### TACRO

Ecuador  
Guatemala  
Trinidad and Tobago

##### WCARO

Burkina Faso  
Mali  
Nigeria  
Republic of Congo  
Sao Tome and Principe



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UNDG Inter-agency Knowledge Fair,  
Vienna, 28-30 September 2010

Policy Advice vs. Implementation:  
How to find the right positioning for  
UN development activities at the  
country level? This will be the subject  
of the Fair being organized by the  
UNDG in collaboration with Vienna-  
based UN agencies, the UN Staff  
College and UN DOCO. For details on  
participation, visit the [Fair website](#).

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Future Imperatives of  
Communication and Information for  
Development and Social Change,  
Bangkok, 20-22 December 2010.

The conference, coordinated by  
ORBICOM and UNESCO, will focus  
attention on new challenges  
towards world development  
and sustainability. For details on  
participation and submission of  
abstracts (due 1 September), please  
visit the [Conference website](#).



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### [BURUNDI: Community Dialogue —Mobilizing community leaders to bring hard-to-reach children to schools](#)

Despite the Government's initiative for free primary education, an estimated 280,000 children of primary school age remain out of school. "Community Dialogue" adopted in three provinces mobilized community leaders in identifying problems affecting access to schools and for drafting and implementing an Action Plan in their communities. An evaluation of the initiative indicates that it was successful in identifying out-of-school children and supporting them to return to school.

### [DJIBOUTI: Participation of Grandmothers in the promotion of Exclusive Breastfeeding](#)

Djibouti mothers were exclusively breastfeeding their children as of 2006. A qualitative study conducted in 2007 allowed the identification of grandmothers as the most influential communicators. Following the study, 11 grandmothers were identified and trained not only in the promotion of exclusive breastfeeding but also on nutrition for pregnant and lactating women and complementary feeding. The approach was strengthened by use of communication materials and advocacy work towards religious and political leaders.

### [ECUADOR: Intercultural Bilingual Education for the Amazona \(EIBAMAZ\)](#)

The model of intercultural bilingual education for the Amazon aims at strengthening bilingual education of 32,000 children in nine nationalities and indigenous peoples. Topics such as cultural life, productive calendars of the nationalities and specific habits of the peoples were included in the educational curriculum. This model was also diffused and applied at the institutes where teachers were trained. Educational materials in indigenous languages were also prepared.

### [EGYPT: Polio Eradication Programme — a door-to-door immunization campaign](#)

Despite decades of efforts to interrupt transmission of polio, Egypt had not achieved a polio-free status. In 2002, a determined shift in strategy took place — the adoption of a door-to-door approach for the National Immunization Day campaigns. Egypt was declared polio-free in 2006. The integration of C4D interventions including the effective use of mass media, mobilization of youth, and the institutional support provided to the Ministry of Health on social mobilization planning and practice were among the success factors.



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### [GUATEMALA: Early and Pre-school Bilingual Intercultural Education \(APEDIBIMI\)](#)

An early and pre-school bilingual programme for girls and boys of the Maya Ixchil indigenous community has been developed in the department of El Quiché. This programme was developed and validated during the last three years. It provides a unique opportunity for girls and boys from these indigenous communities to receive early and pre-school informal education in their mother tongue and Spanish.

### [INDIA: The Facts for Life Communication Initiative](#)

This comprehensive communication strategy supports behavioural and social outcomes that are critical to achieving the MDGs. The initiative's flagship intervention, *Kyunki... Jeena Issi Ka Naam Hai*, is an entertainment-education drama serial that premiered on national public television on World Health Day 2008. The top-rated serial is accessible to 400 million Indian households including over 41 million under-privileged women in the six Hindi-speaking states with the highest infant and maternal mortality rates.



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© UNICEF/India/2008

## The Power of Innovation

Development Outreach, World Bank, July 2010

Authors share their thoughts on how to mobilize innovative solutions to reduce poverty smarter, better, faster, and differently.

Sanjay Pradhan at the World Bank Institute points out that the time is right to move development forward through creative and integrated uses of technology and social theory.

Aleem Walji argues that we now have the capacity to scale up innovative approaches to meet the needs of people at the “bottom of the pyramid” when traditional markets fail to do the job.



© The World Bank Institute

### [INDIA: Use of Ideation Model and Most Significant Change technique for monitoring C4D interventions](#)

India applied a monitoring framework to track social and behaviour change from its integrated communication programme in 12 districts. It consists of two techniques — quantitative studies based on the Ideation Model and the Most Significant Change (MSC) technique for qualitative participatory monitoring. Ideation studies provided direction on the ‘content’ and ‘nuances’ of the communication interventions. The MSC technique helped to build the environment for dialogue and analysis at the grassroots level.

### [INDONESIA: School-Based Avian Influenza Programme](#)

Indonesia was severely affected by Avian Influenza. There were no educational materials available for teachers. UNICEF helped to develop a school kit with materials that were both educational and fun. The animated cartoon included in the school kit aired on television and the popular actors who lent their voices to the video are involved in social mobilization efforts as part of the overall programme communication strategy.

### [MADAGASCAR: Social and Behavior Change Communication for Malaria Prevention](#)

The pilot project adopted a C4D strategy, that was based on a pre-project knowledge, attitudes and practice (KAP) survey, to prevent and control malaria in the Sofia region. The strategy combines puppetry, local radios, village dialogues and home visits with trained village animators leading the overall process. Key behaviors promoted under the pilot project include the proper use of long lasting insecticide-treated nets among pregnant women and children under five, intermittent preventive treatment for pregnant women, and early care-seeking in case of fever.



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### [MALAWI: SOPO Campaign promotes handwashing](#)

Under the umbrella of accelerated child survival and development, a new campaign to promote hand-washing with soap was launched in Malawi in July 2008. Using ‘SOPO’ (a cheerful, animated character) as the brand ambassador, the campaign has caught the imagination of children across the country. SOPO helps to promote handwashing with soap at four critical times — after cleaning and changing babies’ nappies; before preparing and eating food; before feeding babies; and after using the latrine.



© UNICEF Malawi 2008

### [MALI: Participatory Action Research on Maternal, Newborn and Child Health](#)

An innovative Participatory Action Research (PAR) was conducted in Mali from March 2009-March 2010. It allows policy makers and programme managers to take into account the diversity of “institutional” and “traditional” health actors at family and community levels, listen to their voice and underline people’s perceptions about child illnesses. Results from the research will contribute to improving essential family practices through the application of C4D approaches based on an enhanced understanding of family and community-led perceptions, practices and decision making processes.



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Check out these links to C4D related websites!

[AED Center for Global Health Communication and Marketing](#)

[C-Change](#)

[Centre for Communication and Development Studies](#)

[CommGap - A World Bank initiative](#)

[Communication for Social Change Consortium](#)

[Communication Initiative](#)

[International Institute for Communication and Development](#)

[Most Significant Change](#)

[Panos London](#)

Know of an interesting website? E-mail us at [C4Dhq@unicef.org](mailto:C4Dhq@unicef.org).



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### [MOLDOVA: Closing the Gap for the Most Disadvantaged in Moldova – Promoting Early Learning Services in Rural Communities](#)

In 2007-2008, a feasibility study was conducted to seek options for providing early learning services to under-served communities, applying the principle of “the money-follows-the-child” to reach out to the poor and rural children. The study provided a model for using costing and public administration analysis to promote equity and coverage for early learning and other services. It also provided the necessary evidence to advocate for wider sector reform, working closely with the Ministry of Finance.

### [MYANMAR: Promoting 4 Clean Messages through Traditional Folk Theatre](#)

More than 1.5 years after Cyclone Nargis, the sanitary conditions in Ayeyarwady Delta continue to be challenging. The Myanmar Theatrical Association and traditional folk theatre (Zat) groups helped promote UNICEF’s 4 Clean messages (Clean Hands, Clean Latrine, Clean Food, and Clean Water) in cyclone-affected areas through edutainment performances. The project reached approximately 70,000 people in 54 hard-to-reach villages in the Labutta township.

### [NIGERIA: Igniting Social Change with Community Information Boards](#)

The Community Information Board (CIB) captures social and development data that communities can use to track the health and well-being of their children. CIBs have become drivers of community dialogues, collective decision-making and communal action to realize the rights of children and women. The mechanism was developed through a process of pre-testing with community leaders and different groups including women and youth. The CIBs have become the focus of community and peer-group dialogues, the inspiration for local theatre, and the motivation for house-to-house counseling and other actions that help improve the situation of children, women and families.



© UNICEF/Nigeria/2009

### [PAPUA NEW GUINEA: Village Courts Child Protection Programme](#)

Established by legislation in 1973, the village courts in Papua New Guinea were conceived as an informal structure between the formal judicial system and customary village-level dispute resolution mechanisms. These courts administer justice in over 90% of villages in the country and thus hold a unique position in terms of both accessibility and authority. The system is now an effective child protection mechanism. It entails building the capacity of women, children and young people to understand and claim their rights and to make meaningful contributions for the realization of these rights.

### [REPUBLIC OF CONGO: “Les gestes qui sauvent” \(Life Savers\)](#)

This national communication initiative for child survival that was launched in March 2008 by the Ministry of Health, Social Affairs and Family in partnership with UNICEF and major religious congregations. The initiative ensures that caregivers, particularly (future) mothers, know and practice 12 simple household behaviours to prevent or treat diseases causing illness or death among children. In July 2008, the private sector joined the initiative. The involvement of Warid, a private mobile telephone company, led to the development of a “téléphone qui sauve” initiative — a free telephone hotline that provides advice to mothers who have a sick child.



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## Communication for Development Intranet Site

The [C4D Intranet site](#) aims to provide relevant, timely information to assist staff in the planning, management implementation, monitoring and evaluation of UNICEF C4D initiatives.

For more information about or to contribute to the site, please contact Jim Dawson at [jdawson@unicef.org](mailto:jdawson@unicef.org).



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### [RWANDA: 'Going for the Gold' — Involving Men in the National Prevention of Mother-to-Child HIV Transmission \(PMTCT\) Programme](#)

Increasing male participation in HIV Voluntary Counseling and Testing has been critical to Rwanda's success in scaling up the PMTCT of HIV Programme. The National PMTCT programme embarked on a rapid scale-up phase from 2004-2005. As part of a family-centered approach to PMTCT services delivery, the scale up was coupled with a comprehensive communication strategy to increase male participation. Between 2005 and 2008, the number of couples tested for HIV through the programme increased four-fold.

### [SAO TOME & PRINCIPE: Saving Lives through South-South Theatre Skills Exchange](#)

Representatives from the Brazilian Embassy in Sao Tome and Principe, the Ministry of Health, and the Hierofonte Cia de Teatro group of Brasilia undertook a two-week exchange visit. The team held outdoor performances of the play "Auto da Camisinha" or "Use the Condom" targeting students between the ages of 12-18 in five major towns. The group then trained 24 theatre directors and actors through a Theatre for Child Rights Workshop and advocated the use of theatre for development as a tool to promote the rights of children and women and to reduce the spread of HIV among youth.

### [SERBIA: School Without Violence Programme —Towards a Safe and Enabling Environment for Children](#)

A public opinion survey revealed that the biggest concern among parents with school-age children was the increasing violence in schools. The programme aimed at preventing and reducing violence among and against pupils. After 5 years of implementation, approximately 12% of all schools in the country are implementing the programme, involving more than 136,000 students and 12,500 adults employed in 64 towns. Programme components have been integrated into new legal and policy documents that are becoming obligatory mechanisms and processes in all schools.



© UNICEF Serbia

### [SUDAN: The North Darfur Nutrition Programme — The Role of Religious Leaders in Promoting Nutrition](#)

North Darfur is one of the three troubled states in Sudan, with a high prevalence of malnutrition and limited implementation partners. Active involvement of religious leaders (Imams) was identified and validated as a good, cost-effective strategy for promoting positive nutrition behaviors. Key nutrition practices including exclusive breastfeeding for the first six months of life were broadcast by 97 trained Imams during prayers. The project was scaled up to other areas of the state including camps and villages.

### [THAILAND: Salt for Smart — Partnering with Local Communities for IDD Elimination](#)

The decreasing level in IQ levels among children prompted concern among policy makers in public health circles as well as in the education sector. Under the UNICEF-supported local capacity building programme, health volunteers, ECD teachers, mothers, and members of local bodies were trained on participatory communication techniques. In addition to understanding the process of behaviour change, participants learned to design activities and to effectively communicate with people in their communities.



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Communities of Practice bring together people who “share a concern or a passion for something they do and learn how to do it better as they interact regularly.” (Etienne Wenger).

The KM Community of Practice is one of the first online Communities of Practice that was set up at UNICEF using in-house technology. With more than 200 members, it provides a dynamic collaboration forum for improving UNICEF knowledge management practices globally.

Join the [KM Community of Practice](#) today!



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### [TRINIDAD AND TOBAGO: ChildLine — Telephone Hotline for Vulnerable and At Risk Children and Adolescents](#)

Sexual exploitation of children and adolescents is a problem of growing concern. Exploitation exists in many forms, viz. abuse within the home, sex tourism, underage domestic labor, and trafficking. An expansion of ChildLine services — a child-focused, free and confidential telephone hotline for vulnerable and at risk children and adolescents, manned by trained staff — was officially launched by the local NGO, ChildLine and UNICEF in September 2007. UNICEF’s support to the Government and local organizations in strengthening the child protection system for vulnerable children has helped change the child protection landscape in the country.

### [UGANDA: Engaging Communities for Change in Karamoja Region](#)

The Karamoja sub-region of northeastern Uganda is the country’s most neglected area. Regional insecurity has perpetuated extreme poverty, famine, and health challenges. In 2008, UNICEF and Straight Talk Foundation launched a community engagement and empowerment project in five districts of Karamoja. The experience from implementing a targeted and participatory communication strategy provided useful lessons in community radio programming, engagement of leaders, and participation of the marginalized population.

### [VIET NAM: The Integrated Behaviour Change Communication \(IBCC\) Programme in the Ninh Thuan Provincial Child Friendly Programme](#)

Hand washing, hygiene, sanitation, health check ups for pregnant women, mapping of school drop-outs, child labour and child injuries — all these are concerns for children and women in rural Vietnam. Initiated in late 2007, the IBCC programme focuses on identifying key areas where change is most needed; using available evidence to define approaches, messages and channels; and ensuring adequate capacity to moderate and facilitate change through communication. Lessons from implementing the programme initially in Ninh Thuan are being considered in expanding the approach to other provinces.



© UNICEF/VN2008/Chu Huu Trang

### [ZAMBIA: Scaling up Community Led Total Sanitation with local leadership and media involvement](#)

Until 2006, there had been little success in increasing access to sanitation in Zambia, both with and without subsidy. In 2007, the Government with UNICEF support implemented a pilot project with the deliberate and dual strategy of involving non-traditional sanitation stakeholders, the media and local leadership. Government ownership of Community Led Total Sanitation (CLTS) and formal links with the district councils have dramatically increased sanitation coverage. The role of traditional leaders (chiefs) has been crucial in scaling up CLTS to all communities in their respective chiefdoms. Media coverage has helped not only to raise awareness, but also to create competition among districts for progress in sanitation.

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#### [FUTURE CONTENT](#)

To highlight an example or to include KM related news from your office in the next newsletter, [e-mail us](#).

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