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# Social and Behaviour Change to Address Violence Against Children

Technical Guidance: Schools Edition

Communication for Development (C4D) Working Paper Series

**Social and Behaviour Change to Address Violence Against Children. Technical Guidance: Schools Edition**

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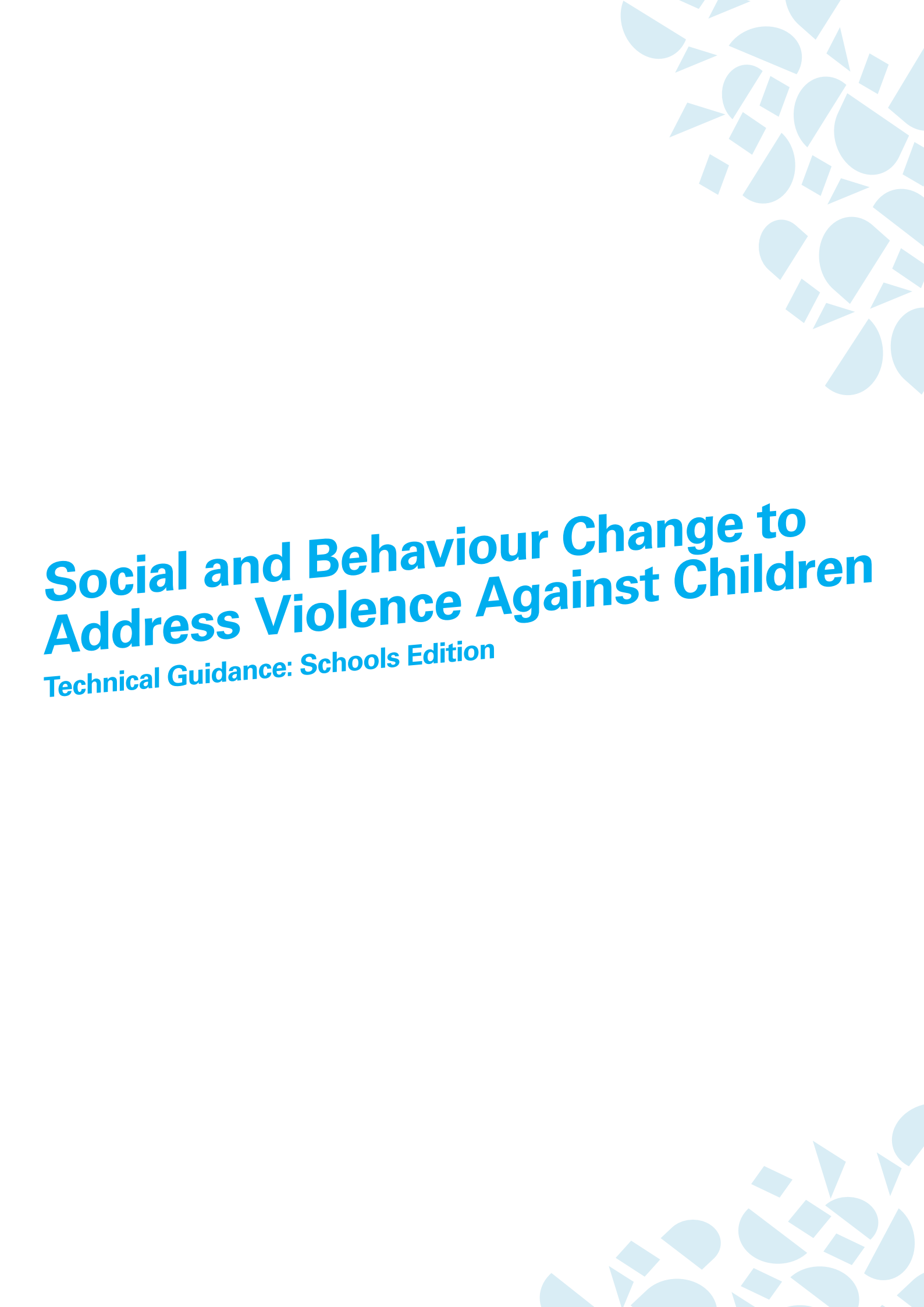
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# **Social and Behaviour Change to Address Violence Against Children**

**Technical Guidance: Schools Edition**

# PREFACE

While the global Covid-19 pandemic has shaken the contexts and spaces of learning around the world, leading to unprecedented school closures and new realities for children, the perpetuation of Violence against Children (VAC) has remained a painful constant.

Recent studies estimate that about half the world's children – an estimated 1 billion children – have experienced violence, frequently through physical, sexual, and emotional violence perpetrated by teachers, caregivers, peers, and other individuals children encounter in various settings, including through schools and learning platforms. This violence has not ended or slowed down as a result of school closures. Rather, there is a growing concern that violence against children may increase.<sup>1</sup> The added stressors placed on families may exacerbate the painful challenges facing children in abusive homes and as more children migrate to online platforms, helplines and hotlines around the world have recorded significant increases in reports of cyberbullying and online abuse.<sup>2</sup> Fewer mechanisms are available to escape or report violence due to school closures and disruptions linked with the containment measures.

The vast majority of children never speak out about their experiences and even fewer receive the services they need to recover. A public health, human rights, and social problem, VAC can cause life-long consequences for children. UNICEF has a critical role to play in ending it. Building on its expertise and technical leadership in Communication for Development (C4D), UNICEF

is well placed to lead on innovation and best practice in shifting social norms related to VAC and behaviour change.

However, research and evidence of C4D best practices and methods around VAC has been limited. Requests from UNICEF country office staff for school-specific guidance related to addressing VAC has raised even greater attention around both the urgency of this issue and the need for new school-specific tools and evidence to be developed.

In response, this guide has been designed to meet this need. Its central aim is to help programme designers plan, monitor and evaluate social and behaviour change programmes to address VAC in and around schools. An extension of an earlier document – titled *Technical Guidance for Communication for Development Programmes Addressing Violence Against Children* – this guide has been updated with a special focus on schools and with new information that foregrounds how to apply the guidance in the context of schools and the communities around them.

Its content has been developed following a systematic review of the available evidence on the effectiveness of C4D approaches in addressing VAC. Ultimately, the review, which included an analysis of 302 manuscripts, including 70 articles focussing on C4D programmes targeting VAC in and around schools, revealed a need for more guidance that promotes participatory, evidence-based strategy design, programme implementation and evaluation.

1 United Nations Children's Fund, *Protecting Children from Violence in the Time of COVID-19: Disruptions in prevention and response services*, UNICEF, New York, 2020.

2 See for example, the UK's [Internet Watch Foundation](#), US-based [National Center for Missing and Exploited Children](#), and Australia's [eSafety Office](#)

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## Overview: Schools Edition

This publication is designed to help programme designers plan, monitor and evaluate social and behaviour change programmes to address violence against children (VAC) in and around schools. It is a special, schools-focused edition of an existing *Technical Guidance for Communication for Development Programmes Addressing Violence Against Children* that has been updated with new information that foregrounds how to apply the guidance in the context of schools and the communities around them.

In this *Schools Edition* the original content of the 2020 *Technical Guidance for Communication for Development Programmes Addressing Violence Against Children*, has been retained and additional school specific content added to offer special considerations and recommendations for applying the C4D best practices from the original *Technical Guidance* to the context of schools.

### **IMPETUS FOR THE VAC IN SCHOOLS EDITION OF THE TECHNICAL GUIDANCE**

C4D has been used extensively for health and development issues for several decades, predominantly by building on a wide empirical and theoretical knowledge base in the field of health communication. Communication interventions addressing child protection and violence prevention have tended to focus on awareness-raising, and in many cases have not been systematically planned or rigorously evaluated.

In 2012, the Programme Division at UNICEF headquarters in New York commissioned a



systematic review to answer the following research question: “What are the effects of C4D to address VAC?” The review found limited reliance on theory of change models to understand and address VAC, a paucity of interventions at scale using multiple C4D approaches to promote social and behaviour change, and the absence of robust evaluation data on the effectiveness of C4D approaches. The systematic review of 302 manuscripts revealed the following key evaluation findings (Sood & Cronin, 2019):

- ✔ Only 17 per cent of interventions provided information on formative evaluation processes.
- ✔ Only 14 per cent of interventions discussed process evaluations.
- ✔ Few evaluations used participatory research methods.
- ✔ Impact evaluations from low- and middle-income countries were lacking.

These findings underscore the need for guidance to promote participatory, evidence-based strategy design, programme implementation and evaluation. The original *Technical Guidance for Communication for Development Programmes Addressing Violence Against Children* was drafted to help meet these needs.

Further, continued high rates of bullying, cyberbullying, violent discipline, and sexual violence globally (see statistics in *Figure 3*. UNICEF, 2017, 2018, 2019a, 2019b) and requests from our UNICEF country office staff for guidance specific to addressing VAC in and around schools pointed to the importance of schools as a site for addressing violence and the need for our existing guidance on C4D and VAC to be further tailored to speak to the unique challenges and opportunities of working with communities in and around schools. This publication seeks to fill that need.

## PURPOSE OF THE TECHNICAL GUIDANCE

By working through this School Edition of the *Technical Guidance*, readers, primarily programmers involved in child protection, education, communications,

The school specific best practices and recommendations provided herein are the result of a systematic review of 70 articles focussing on the planning, design, implementation, and evaluation of C4D programmes targeting VAC in and around schools. Articles were coded and analysed for effectiveness according to several programmatic and evaluation criteria. The findings were derived from top scoring articles as well as those that focused on special and hidden populations. Findings of the systematic review included:

- 30% did not mention using a conceptual framework, theory or model.
- Of programmes that did use theory, only 13% used it in all stages, otherwise the majority used it in the Plan and Design stage (62%), followed by the Deliver stage (56%), and then the Evaluate stage (44%).
- 41% of studies mentioned using formative research to design the programme.
- 56% of studies included or mentioned using process evaluations.
- No evaluations used participatory research methods and few used mixed methods.

In addition to the systematic review, information from UNICEF Country Offices currently implementing programmes in this area is included. Summaries of both the top scoring articles from the systematic review and programmes from UNICEF Bulgaria, Jordan, and Egypt are presented as Programme Spotlights. More information on these programmes is in Appendices F, I and L.

communication for development, and monitoring and evaluation (M&E), will build their capacity to:

### 1. Design evidence-based C4D interventions

using formative research, applying social and behaviour change theories, and defining measurable objectives and indicators for C4D programs to address VAC in and around schools. In particular, readers will find guidance on:

- Sources of formative research data for VAC in and around schools
- Populations to focus on when conducting formative research for programmes targeting VAC in and around schools
- Inclusion of social development and social norms activities in VAC in and around schools programming

- Formulating a theory of change to target VAC in and around schools
  - Designing and measuring indicators for programmes targeting VAC in and around schools
- 2. Build on global best practices** on C4D programmes targeting VAC in and around schools world wide. Specifically, readers will find guidance on:
- Effective models and approaches for programmes targeting VAC in and around schools
  - Populations to include in school-based programmes
  - Designing targeted VAC in and around schools programme components for diverse groups and special and hidden populations
  - Channel selection and message content for different types of VAC in and around schools
- 3. Measure progress** using process and behavioural monitoring:
- Ways to collect data when working in schools
  - How to select among monitoring tools commonly used for programmes targeting VAC in schools
  - Ideas to incorporate participatory research within the process evaluation
- 4. Assess change** by conducting outcome evaluations. Readers will specifically find information on:
- Important of using multiple sources of information to measure change
  - Incorporating participatory research methods in evaluation design
  - Appropriate and ethical evaluation design


- Ways to overcome common evaluation challenges when working in school contexts
- Scales from the literature measuring key outcome variables.

- 5. Engage participants**, including students, teachers, school staff, caregivers, and community members in all stages of the programme through developing and utilizing community advisory boards.

### STRUCTURE OF THIS TECHNICAL GUIDANCE

In this *Schools Edition* special content specific to schools has been added into relevant sections of the original content of the *Technical Guidance for Communication for Development Programmes Addressing Violence Against Children*. Starting in the next section to the end of the document, the reader will find the original Technical Guidance content followed by complementary text specifically on schools.

The school-specific information consists of three clearly marked formats throughout the document:

- ✔ **“Programmes targeting VAC in and around schools” information:** School-specific information is provided to elaborate on the original *Technical Guidance*. These additions are indicated by: 
- ✔ **Checklists:** Each section ends with a school-specific checklist which identifies key steps to apply the information in practice. These checklists are indicated by:

#### CHECKLIST

Some items relate to the Roadmap to help you complete the Roadmap for school-related settings. Other items are unique to VAC in and around schools and should be completed separately.

- ✔ **Programme Spotlights:** Programme Spotlights are examples that illustrate the best practices and recommendations included in this Technical

Guidance. The Programme Spotlights are indicated by:

**PROGRAMME SPOTLIGHT**

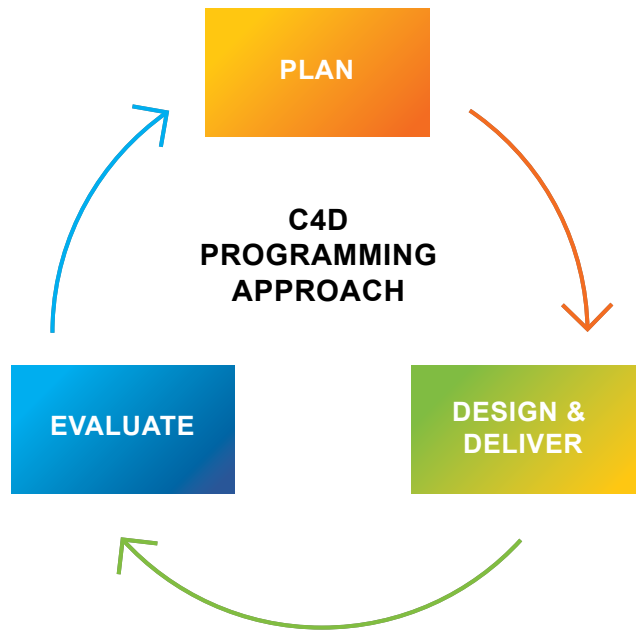
There are short reports with more detail on provided as appendices.

The Technical Guidance and this Special Schools edition is organized to follow the stages of the C4D programme cycle, emphasizing the role of research and strategic planning in achieving results.

Several planning models exist to guide practitioners in the design and evaluation of C4D programmes. While there is no consensus on which planning model works best, there is general agreement that certain steps such as planning, designing, and monitoring and evaluating (M&E) are required and must occur in a sequential manner. However, existing models do not always capture the importance of integrating research in each of these planning steps. (UNICEF, 2008a).

The UNICEF C4D planning cycle consists of five stages. These have been grouped into three

Figure 1: C4D programming approach



main sections to create the ‘C4D Programming Approach’ (see Figure 1), which has been developed specifically for this resource. This framework approaches C4D programming as a cycle of three sequential phases: **Plan**; **Design and Deliver**; and **Evaluate**. Within each phase, there are a number of **Actions** and **Achievements** (see Figure 2):

Figure 2: C4D programming approach with actions and achievements



- ✔ **Actions** are the steps that need to be completed in each phase. For example, “carrying out a situation assessment” and “setting goals and objectives” are two of the six actions in the Plan phase.
- ✔ **Achievements** refer to the deliverables that need to be completed in one phase before moving on to the next one. For example, a C4D strategy and M&E plan should be ready at the end of the Plan phase before progressing to the Design and Deliver phase.

This *Technical Guidance* starts with an **Introduction** as to what C4D is and its role in addressing VAC and VAC in schools, and the importance of participation throughout the process (see *Figure 3*). We then look in some detail at each of the three phases in the **C4D Programming Approach – Plan, Design and Deliver, and Evaluate**. For each phase in turn, we offer examples of innovative or evidence-based interventions from diverse contexts, as well as the authors’ own experiences across the world, to illustrate **good practices** in C4D efforts addressing violence. At the end of each chapter, we address various myths and commonly held **misconceptions** about evidence-based C4D planning, and include a set of key **recommendations**. School specific considerations, tools and recommendations have been incorporated in each section, and clearly marked.



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This publication is accompanied by a **Roadmap** that has been utilized in two separate face-to-face five-day workshops for UNICEF communications, C4D and child protection staff in the Europe and Central Asia Regional Office (ECARO), and in the Latin America and Caribbean Regional Office (LACRO).

**Figure 3: Current rates of different types of VAC**





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# 1. Introduction

*From this point forward, you will find the original content of the Technical Guidance for Technical Guidance for Communication for Development Programmes Addressing Violence Against Children presented in black text. New Special Edition content specific to application of best practices to working with communities in and around schools is clearly marked green as outlined in the **Structure of this Technical Guidance** section*

Violence against children exists in every country, affecting all sectors of society irrespective of class, culture, education, income or ethnicity. VAC takes many forms and varies in severity; it includes childhood neglect, corporal punishment, child marriage, child labour, trafficking, and sexual exploitation and abuse, among others.

The type of violence is influenced by political, economic, cultural and social factors, and it is all too often socially sanctioned, silently accepted, unrecognized or overlooked. All forms of violence, whether physical, emotional or sexual, have negative impacts on the child's physical growth and psychosocial wellbeing, and are a violation of their human rights. As the UN Secretary General's Study on Violence Against Children emphasizes, no violence against children is justifiable; all violence is preventable (United Nations, 2006). This technical guidance seeks to build capacity for VAC prevention and response by focusing on the fundamentals for the planning, research, monitoring, and evaluation of C4D interventions that tackle the spectrum of VAC issues.

## Programmes targeting VAC in and around schools

For learning and positive social development to occur, schools must be safe environments free from all forms of physical, sexual and psychological VAC, including bullying, cyberbullying, fights and physical attacks, violent discipline, sexual violence, and schools under attack. These types of VAC, which

are particularly prevalent in and around schools, are defined as follows:

### ✔ Bullying

- Bullying involves repeatedly engaging in aggressive, unwanted behaviour towards another person or group over time (Olweus, 1993).
- Often, bullying is rooted in a power imbalance between the perpetrator and the victim(s) (Olweus, 1993).
- There are a variety of types of bullying, for example, fights and physical attacks, verbal bullying, and social exclusion.

### ✔ Cyberbullying

- A subset of bullying which involves the use of Information and Communication Technologies (ICTs) (Ortega-Ruiz et al., 2012; Tokunaga, 2010; Slonje & Smith, 2008).
- Like bullying, cyberbully involves repeated incidents over time, often with some type of power imbalance at play (Ortega-Ruiz et al., 2012; Tokunaga, 2010; Slonje & Smith, 2008).

### ✔ Fights and Physical Attacks

- Fights occur when two individuals (who may or may not know one another) choose to physically fight one another (UNICEF, 2019a).
- Attacks occur when a person is hit or struck by one or more people with their bodies, items, or weapons (UNICEF, 2019a).

### ✔ Violent Discipline

- Also called corporal punishment, violent discipline is the use of violence methods, both physical and psychological (such as belittling, threatening, and humiliating), as punishment (UNICEF, 2019b; UNICEF, 2018).

### ✔ Sexual Violence

- Includes physical sexual violence such as sexual assault and abuse and intimate partner violence (UNICEF, 2018).
- Can also be a form of indirect violence like unwanted exposure to sexual images (as in indecent exposure) and language (as in sexual harassment) (UNICEF, 2018).

### ✔ Schools Under Attack

- Attacks in and around schools in conflict-affected areas (UNICEF, 2018).
- When an individual or group targets schools using violence on a mass scale (unrelated to outside conflict), such as school shootings and bomb threats (UNICEF, 2018).

UNICEF and other partners of the global Safe to Learn initiative<sup>3</sup> are leading the movement to #ENDviolence in and around schools. As schools are defined environments with the unified purpose of teaching and learning, they are one place where we may truly have the power to #ENDviolence. Education is key to this process; it allows for critical reflection which can transform attitudes and beliefs towards equity, peace, and social cohesion. One critical component to #ENDviolence in and around schools is the implementation of interventions utilizing C4D approaches.

## DEFINING COMMUNICATION FOR DEVELOPMENT

Communication for development is defined as an evidence-based process that utilizes a mix of communication tools, channels and approaches to facilitate participation and engagement with children, families, communities, networks for positive social and behaviour change in both development and humanitarian contexts. It draws on learnings and concepts from the social, behavioural and communication sciences (UNICEF, 2019c). Central to C4D is the idea that **communication is a dialogue, a two-way**

<sup>3</sup> <https://www.end-violence.org/safe-to-learn>



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**process that enables community stakeholders to be involved in decisions relating to them and enabling solutions and messages to be locally contextualized and culturally relevant.**

C4D entails the sharing of ideas and information, and the use of mass media, social media, community engagement and dialogue to enable and empower individuals and communities to participate in decisions that affect them. Participation and empowerment are central to the collective social change required to prevent and respond to violence. In order to address the deep-seated normative aspects of VAC, a holistic social and behaviour change approach is required. Think, for example, about the issue of corporal punishment: the behaviours of parents and teachers clearly need to change, but there is also a need for changes in broader society to create a culture of non-violence in homes, schools and communities, and to establish national policies supportive of non-violent discipline. In order to change issues as complex as

VAC, we need to use long-term approaches that enhance the knowledge and skills of both children and adults to discuss and negotiate options, and to act on the information they gain.

### **THE ROLE OF C4D IN ADDRESSING VAC**

C4D can play a key role in preventing violence, by raising awareness of the negative impacts of violence, enhancing knowledge and skills for alternative actions, engaging communities in violence prevention, and promoting a culture where no form of violence against children is tolerated. Communication must include the marginalized children who are especially vulnerable to violence, such as children with disabilities, or those from ethnic minorities, those living on the streets, those living in conflict with the law, refugees, and other displaced children (United Nations, 2006). Overall, C4D can address both the prevention and response dimensions of child rights

violations by generating awareness and dialogue, building confidence, promoting protective social norms, garnering commitment, and encouraging actions by families, communities, and children themselves to end such practices.

Globally, and within UNICEF, C4D has been pivotal to the success of efforts of recent decades to promote children’s health, nutrition, sanitation, education and numerous other human rights issues. Communication can inform, influence, motivate, engage and empower. Specifically, with regard to violence, communication can:

- ✔ Improve understanding of what constitutes VAC and how it impacts children, families and communities;
- ✔ Raise awareness about the interlinked nature of VAC, especially among vulnerable groups;
- ✔ Increase knowledge and skills related to preventing and responding to violence;
- ✔ Strengthen capacity and confidence of individuals, families and communities to demand and use available VAC-related services;
- ✔ Enhance skills to voice perspectives and negotiate safer choices;
- ✔ Transform the attitudes that normalize and accept VAC;
- ✔ Break the culture of silence around violence;
- ✔ Promote new norms where all children are

better protected, cared for and respected;

- ✔ Transform existing power structures and patterns of discrimination based on gender, ability, ethnicity or background;
- ✔ Create an enabling environment where homes, schools and communities are safe spaces for children to grow, learn, play and thrive;
- ✔ Promote the social responsibility to prevent violence; and
- ✔ Advocate for policy changes related to VAC.

### Programmes targeting VAC in and around schools

C4D can play a key role in both prevention and response to violent behaviours in and around schools. It can engage and empower youth, teachers, caregivers and their larger community in order to reduce social acceptance of violence in schools and inspire them to adopt alternative behaviours, such as standing up against bullying and harassment or using positive discipline for classroom management. In the medium to long term, C4D can transform attitudes and behaviours and effectively contribute to shifting deep-rooted norms, promoting a culture where no form of violence in and around schools is tolerated. C4D makes these changes possible by:

- ✔ Creating opportunities to work at a more personal level with the school community;
- ✔ Strengthening connections between the school and the broader community;

Figure 4: Spectrum of participation





- ✔ Increasing awareness of how schools and the groups within them can play a role in preventing VAC;
- ✔ Helping to foster a more positive, healthy, and inclusive school climate; and
- ✔ Changing and aligning policy on the school, local, and national levels to prevent VAC.

### THE SPECTRUM OF PARTICIPATION

Participation is a critical component of social and behaviour change communication. Participatory approaches enable the voices of community members to be heard throughout the change process. Participatory approaches for both programming and research fall along a spectrum with varying degrees of participation or involvement by community members (see *Figure 4*).<sup>4</sup>

At one end of the spectrum, community members are mere spectators to the research or programming process, as academic or governmental researchers gather information and opinions from community members about a given issue. While community members provide data to guide research or programming, they have little voice or role in the process.

At the next level, community members are contributors. Researchers or programme planners create minimal opportunities for community members' voices to be heard, thereby allowing them to contribute to the design or direction of the research or programming efforts. One example of this is organizing a community meeting to understand what issues are important to a community, but with this being the only form of engaged interaction.

At the next level of participation, community members are collaborators or co-creators. In this scenario, community members are engaged as programme or data providers, collectors, and interpreters. Decision-

making is shared equally between outsiders and community members and a true partnership is fostered. Both parties co-create the project and are involved in the research or programming process from the outset to the conclusion.

Finally, at the other end of the spectrum, community members are in fact the researchers or programme implementers. Projects are driven completely by community members without the involvement of outsiders. One example of this is local groups using community-building approaches to end the practice of female genital mutilation (FGM) (KU Work Group for Community Health and Development, 2015).

### THE VALUE OF PARTICIPATORY APPROACHES TO ADDRESS VAC

Violence against children affects, among others, vulnerable and marginalized populations. The multi-vocal nature of participatory approaches provides platforms through which these often ignored individuals can speak and be heard. Listening to their voices offers insights that help build sustainable interventions from the ground up.

Moreover, community members can and should include children and adolescents. More often than not, C4D activities addressing child or adolescent issues fail to meaningfully engage these vibrant and creative individuals in the programme design or research phases. The extent to which children are encouraged to participate in the research or programming process can range from being involved in decision-making processes, to participating in focus groups, conducting interviews, and even leading community mapping activities (Laws & Mann, 2004). Doing so requires training and adult support, but it is a worthwhile endeavour. Participatory approaches can empower youth with an array of knowledge and skills, building their capacity to lead, think critically, engage in dialogue and solve issues beyond VAC. In many ways, participatory approaches with youth have the potential to lay the foundation for a better future for everyone.<sup>5</sup>

<sup>4</sup> Adapted from the audience spectrum of involvement (Brown, Novak-Leonard & Gilbride, 2011).

<sup>5</sup> For more on participatory research, see pgs. 110-111 of Lennie & Tachi (2011): [http://www.unicef.org/cbsc/files/RME-RP-Evaluating\\_C4D\\_Trends\\_Challenges\\_\\_Approaches\\_Final-2011.pdf](http://www.unicef.org/cbsc/files/RME-RP-Evaluating_C4D_Trends_Challenges__Approaches_Final-2011.pdf)

**Programmes targeting VAC in and around schools**

Involvement of community advisory boards (also called technical review groups) is a best practice among successful programmes targeting VAC in and around schools because this allows input from the beneficiaries whom the programme is intended to benefit. Likewise, professionals, caregivers, and teachers offer experiential knowledge which can enrich the perspectives of researchers to ultimately create more effective programmes.

To function at their best, these community advisory boards should, at the very least:

- ✔ Include children and adults similar to the intended audiences of the programme;
- ✔ Have a clear, specific mandate and a regular communication schedule to optimize engagement; and
- ✔ Have one group (or more) comprised of only children and adolescents and another group (or more) of adults of various types only.
  - The groups can work together at times, but the children and adolescent group should

also be consulted independently to reduce fear and bias that can come into play when children work with adults.

Figure 5 outlines the types of people to include in advisory boards, how they can be recruited and the perspective they bring to the table.

An example of including community advisory boards is the “Your Moment of Truth” programme in Nairobi, Kenya which consulted several groups of high-school aged boys as part of the situation analysis (Plan stage) and to develop the programme curriculum (Design stage) (Keller et al., 2017). The attitudes of the boys on topics related to gender-based violence were examined to create the curriculum. The curriculum was then piloted with the groups and the boys gave feedback and suggestions which were incorporated into the curriculum that was ultimately used in the programme. “Your Moment of Truth” reached approximately 1,250 high-school boys and was significantly associated with more positive attitudes towards girls and a higher likelihood of intervening when violence against girls and women was witnessed. The researchers noted that consulting the boy’s groups helped to ensure the programme was culturally appropriate, which they cite as a strength of the intervention (Keller et al., 2017).

Figure 5: Proposed advisory board members

ADVISORY BOARDS TO ADDRESS VIOLENCE IN SCHOOLS			
CHILDREN AND ADOLESCENTS	EDUCATION PROFESSIONALS	PARENTS	COMMUNITY EXPERTS
<ul style="list-style-type: none"> <li>• Most important group! Remember: nothing for us without us.</li> <li>• How to recruit:                             <ul style="list-style-type: none"> <li>• Volunteers</li> <li>• Recommendations from teachers, professionals, parents, and community leaders</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Help promote programme buy-in</li> <li>• Types to recruit:                             <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Non-teaching staff (coaches, nurses, etc.)</li> <li>• Principals</li> <li>• School administrators</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Serve as a link to the family-level perspective</li> <li>• How to recruit:                             <ul style="list-style-type: none"> <li>• In the beginning of the school year when participation in children's school is at peak levels</li> <li>• From parent-teacher associations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide an expert point of view</li> <li>• Types to recruit:                             <ul style="list-style-type: none"> <li>• Psychologists</li> <li>• Law enforcement officials</li> <li>• Abuse counsellors</li> <li>• Health educators</li> <li>• NGO staff</li> </ul> </li> </ul>





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## 2. Plan

Creative programmes, catchy slogans and attractive materials are often seen as key components of communication interventions, but it is important to recognize the science behind communication, including the planning and evidence that goes into creating these programmes. It is vital to build on evidence, existing theories of social and behaviour change, and robust research in every stage of the C4D planning process, balancing the science with the art of communication.

### **SITUATION ASSESSMENT: UNDERSTANDING THE CONTEXT AND OUR AUDIENCES**

To be effective, our C4D strategy needs to be based on a situation assessment, which has to be done first in the planning process. The situation assessment serves several functions: to understand why the situation exists (i.e. the structural and root causes), to identify community members' needs and priorities, and to ascertain the barriers or facilitators of change. This information is essential for establishing programme goals, objectives and indicators; for designing messages and materials; and for preparing the programme for the outcome evaluation. A situation assessment, also known as formative research, can answer some of the questions (see *Table 1*).

### **Programmes targeting VAC in and around schools**

Research on programmes targeting VAC in and around schools shows that programmes implemented with diverse populations are less effective than those with homogeneous populations. This is because diverse populations need a wider variety of approaches, which can be difficult for one programme to implement at one time. However, focusing on a single group at the expense of others violates the human rights approach.

**Table 1: Examples of questions formative research can answer**

QUESTION	EXAMPLES
What is known about the issue?	Types of violence, prevalence or severity
Who are the most affected or vulnerable populations?	Geography or demographics
What do we know or not know about the participant group's knowledge, attitudes, practices, skills and behaviours?	Knowledge of the impacts of violence, attitudes towards seeking formal services, and level of confidence to disclose or report violence
Who can influence or impede the desired change?	Key influencers such as village chiefs, teachers, health workers or local organizations
What programmes and services already exist?	Hotlines, referral mechanisms, community support groups
What channels of communication do people use, like and trust?	Mass media, social media, interpersonal networks
What are the barriers to accessing these services or programmes?	Stigma associated with disclosure, attitude of service providers, or lack of trust in services
How do social norms influence the issue?	Examine norms relating to gender, age, ability, ethnicity, etc.
What are key differences among intended audiences?	Evaluate the socio-demographic and normative factors among the intended audience and map differences

The solution is to design programme components specifically targeting unique groups within a diverse population.

Use the situation assessment to identify demographic differences in the population which may affect programme results. Then, different groups can be targeted with customized channels, approaches, messages, and activities best suited for them. Some of the typical sub-populations that are likely to be relevant when working in and around schools are:

**✔ Children and Adolescents**

- Gender
- Age
  - » Children (under 10)
  - » Early adolescence (10-14)
  - » Late adolescence (15-19)
- Perpetrators
- Victims
- Bystanders
- LGBTQ individuals

- Minority groups (based on ethnicity, religion, language spoken at home, etc.)
- Students with disabilities
- Migrants and refugees

**✔ School Staff**

- Teachers
- Principals
- School administrators
- Nurses
- Security guards
- Athletic coaches (for school-based teams)
- School counsellors

**✔ Actors in the Broader Community**

- Families of students
- Summer camp counsellors
- Religious leaders
- Community leaders

Figure 6: Situation assessment steps



- Athletic coaches (for community-based teams)
- Those working in the education sector of the government
- Law enforcement

You will need to consider these in the context of the schools(s) in which you are working and determine if they are all relevant or if there may be additional groups in the context you need to consider. The situation assessment should then be used to help determine the different needs of these groups.

A good situation assessment will use both primary and secondary data sources, will incorporate multiple viewpoints, draw upon qualitative and quantitative methods, and engage programme participants in the assessment. *Figure 6* details the five steps of a situation assessment. With situation assessment data in hand, we will have a complete picture from the audience’s perspectives about where the gaps are, what strengths currently exist, what opportunities can be leveraged, and what our resource needs are. We must be sure to obtain informed consent from participants and review the section on research ethics in **section 5** (final considerations and conclusion) before undertaking any research, especially if it involves children.

Existing data on VAC can be difficult to find. Some quantitative data sources are readily available (see *Text Box 1*). For qualitative data, we can look through research that spans the social science disciplines for anthropological, ethnographic, sociological and even gender studies that dive deeper into the factors driving VAC, and provide

more nuanced data on the personal and emotional experiences of survivors. After reviewing available resources, we will have a better sense of the type of primary data that we need to collect in order to paint a full picture of our audience’s daily lives.

The situation assessment is also a perfect opportunity to involve community members in the research and planning process using participatory approaches. In so doing, community members are able to voice what kind of change they would like to see, and how they would like to see it achieved, which in turn can help catalyse change from within. We must remember to seek inputs from those most disadvantaged so that prioritized issues and proposed solutions reflect a diverse range of experiences and standpoints.

*Text Box 1: Quantitative VAC data - where to look*

**Where to start looking for VAC data**

Reviewing existing data sources is a good way to start getting a “lay of the land.” There are six international programmes that routinely collect quantitative data relevant to child protection issues:

- Multiple indicator cluster survey (MICS)
- Demographic and health survey (DHS)
- Living standard measurement studies (LSMS)
- Statistical information and monitoring programme on child labour (SIMPOC)
- Global school-based student health surveys (GSHS)
- Health behaviour in school-aged children (HBSC) Surveys

**Appendix A** contains an overview of the six international programmes and their relevance to VAC and where to access such data.

### Programmes targeting VAC in and around schools

In addition to the questions in *Table 1*, programmes targeting VAC in and around schools should look

at the factors outlined in *Table 2* when conducting the situation assessment. *Table 2* also lists primary and secondary sources of data to answer each question.

**Table 2: Formative research questions specific to VAC in and around schools and how to answer them**

QUESTION	DESCRIPTION	SOURCES OF DATA
What types of VAC are occurring in the school(s)?	For example, bullying, cyberbullying, violent discipline, sexual violence, armed violence, gang violence, among others	School records, first-hand accounts (from those who experience the violence) and second-hand accounts (from witnesses to violence), advisory boards
What are the rates of these types of VAC?	Prevalence of each type of VAC identified	School records, health records, first-hand accounts (from those who experience the violence) and second-hand accounts (from witnesses to violence)
What is the student-to-staff ratio of the school(s)?	The number of students to staff members	School records and attendance records
What are key features of the community context which may come into play?	Any factors in the community which are particularly relevant or important regarding the type of VAC and/or school to community dynamic	Advisory boards, quantitative and qualitative research from a sample of community members, secondary sources
What policies exist regarding VAC in the school(s) and wider community?	Existing school policies and national or local policy frameworks, and their actual enforcement. The consequences of violent acts, including the school's ability to discipline students	Secondary sources about the local and regional laws, school policy publications, interviews with school principals and administrators
What resources exist within the school(s) which may be useful?	Such as school supplies, supplemental teaching materials, existing programs on violence or psychosocial issues etc.	Facility surveys (a qualitative mapping technique), advisory boards, interviews with school staff, school records
What social networks already exist within and outside of the school which may be accessible for programme messages?	The flow of communication among various populations within the school(s) and how they connect to those in the larger community	Advisory boards, social network mapping with school staff, students, and community members (see Appendix D), details on clubs, sports teams, and other formal in-school groups

#### PROGRAMME SPOTLIGHT 1:

#### USING FORMATIVE RESEARCH TO INFORM VAC IN SCHOOL PROGRAMMES

### The Go Girls! Initiative

The situation assessment is important for shedding light on issues community members face that researchers may not otherwise be aware of. The Go Girls! Initiative was developed and implemented in Malawi, Botswana, and Mozambique following a situation assessment aimed at understanding HIV vulnerability among adolescent girls, who have 3-4 times the rate of HIV/AIDS versus adolescent boys (*Figure 7* describes the methods and findings) (Schwandt & Underwood, 2016). Through consulting the girls themselves and other community members, they found girls did not consider school a safe place because teachers used their power to demand sexual favours in exchange for good grades (Schwandt & Underwood, 2016). This finding defined the Go Girls! Initiative's goal of fostering a safe and more supportive school environment free from sexual violence and corporal punishment where girls can learn and thrive (Schwandt & Underwood, 2016).

More information on the Go Girls! Initiative is in Appendix E.

**Figure 7: Go Girls! Initiative situation assessment methods and findings**



## CONCEPTUAL MODELS

A theoretical framework enables us to examine the “what,” “how,” and “why” of an issue. It provides a blueprint of the building blocks needed to guide us as we establish the goals, objectives, indicators, intended audiences, approaches, channels and messages for our intervention.

Social and behaviour change theories provide us with the conceptual tools to plan social and behaviour change strategies. They allow us to build on an existing knowledge base of why a situation exists and what may help us change it. By drawing upon social and behaviour change theories, we can plan, implement, and evaluate more robust interventions.

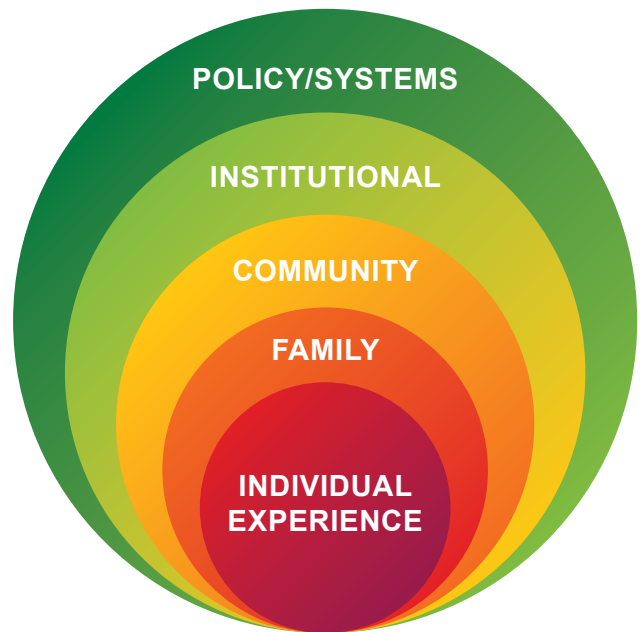
Social and behaviour change theories should not be confused with a “theory of change,” which focuses on the pathway through which an expected change will occur, and is often mapped visually, as a series of steps needed to achieve the expected end result. Whilst a theory of change is a simplification of a complex reality that provides a blueprint for achieving long-term goals (UNICEF, 2015b), social and behaviour change theories work within this blueprint as a guide for how we might reach these goals.

### Social Ecological Model

The social ecological model (SEM) posits that an individual is embedded within a dynamic social system (McLeroy et al., 1988). The SEM divides society into levels of influence: individual, family, community, institutional and policy/systems (see *Figure 8*). These levels interact in such a way that an individual’s behaviour is shaped by what others do, by the social norms, and by whatever policies and systems are in place. At the same time, the actions of the individual can shape what occurs at other levels. Thus, for social or behaviour change to occur, intervention is needed at multiple levels.

We can use the social ecological model as an overarching framework for improved planning, implementation, and evaluation of C4D programmes. The SEM is a meta-model, meaning that each level in the model encompasses constructs from different conceptual models. When putting the SEM into practice, we use constructs specific to each level

*Figure 8: Social ecological model*



that we are seeking to influence. For instance, a community-based approach could be grounded in the community readiness model to identify where a community stands along a continuum of change. Interpersonal approaches could be informed by the health belief model, social cognitive theory, and/or other interpersonal level theories. To better understand this, *Table 3* provides a definition, relevant constructs, intervention approaches, and a programme example for each level of influence.

## CHOOSING WHAT MAKES SENSE

There is a multitude of social and behaviour change theories from which to choose, and there really is no right or wrong theory or theories to use. According to the National Cancer Institute (2005), a theory is useful if it makes assumptions about a behaviour, a problem, an intended population, and/or an environment that are:

- ✔ Logical,
- ✔ Consistent with everyday observations,
- ✔ Similar to those used in previous successful interventions, and
- ✔ Supported by past research in the same area or related ideas.

**Table 3: Levels of influence in the social ecological model - violence against children**

LEVELS OF INFLUENCE IN THE SOCIAL ECOLOGICAL MODEL - VIOLENCE AGAINST CHILDREN				
Level of influence	Definition	Constructs	Approaches	Programme example
Individual	Identifies individual characteristics or factors that increase the likelihood of experiencing violence or being a perpetrator of violence	Knowledge, attitudes, beliefs, perceptions, self-efficacy	Education Life-skills training Build efficacy	The Ishraq (“enlightenment”) programme: it developed girl’s skills, increased their self-confidence, and leadership abilities
Family	Examines relationships (family, friends, peers) that increase the risk of experiencing or perpetuating violence	Social support, social identity, role definition	Conflict resolution Problem-solving Promote dialogue and discussion	KiVa programme: it used a bystander approach to provide skills, actionable information, and tools to address an issue
Community	Looks at connected groups either based on geography or other common characteristics to determine what factors are associated with likelihood of experiencing violence or being a perpetrator of violence	Collective efficacy, social networks, community connectedness, level of safety, social and cultural norms	Address norms Community engagement	Tostan: it is a community-based education programme that addresses health, FGM, violence, and child marriage
Institutional	Looks at places such as schools and workplaces to see what resources can be leveraged to address violence	Organizational cohesiveness, networks, connectedness	Create safer school environments Workplace interventions	KiVa programme: it uses the whole school approach to address bullying in schools
Policy/systems	Assess broad societal factors that perpetuate a culture of violence	Social and cultural norms	Advocate for VAC policies	UNiTE campaign: it promoted the adoption and enforcement of national laws and policies on violence prevention

### CATEGORIES OF THEORIES

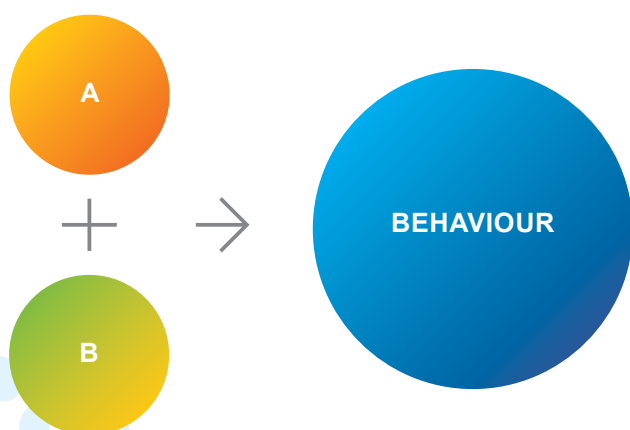
The many social and behaviour change theories can be categorized into two groups: continuum of change theories, and stages of change theories.

See *Appendix B* for a summary of the most commonly used social and behaviour change theories and how they apply to VAC.

### CONTINUUM OF CHANGE THEORIES

Continuum of change theories identify variables that influence action and combine them into a predictive equation. *Figure 9* shows a simple version of a continuum of change theory: if factors A and B are addressed then the behaviour is likely to be performed.

**Figure 9: Simple continuum of change model**



### STAGES OF CHANGE THEORIES

Stages of change theories focus on the process that individuals go through when deciding, adopting and maintaining behaviours. Stage theories lay out different pathways to change marked by a unique and clear set of steps. *Figure 10* shows a simplified model of stages of change theories.

**Figure 10: Simple stages of change model**





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### Programmes targeting VAC in and around schools

One key recommendation about using theories from the systematic review is to include both social development and social norms activities in programmes targeting VAC in and around schools (Gavine, Donnelly, & Williams, 2016). It is suggested to choose theories that address factors within the social development (individual and interpersonal-level factors) and social norms spheres.

The systematic review did not reveal theories which were commonly used (>10%) among a majority of programmes. However, the theories used by 2 or more of the programmes were:

- ✔ Diffusion Theory
- ✔ Health Belief Model
- ✔ Social Cognitive Theory
- ✔ Theory of Planned Behaviour
- ✔ Theory of Normative Social Behaviour
- ✔ Transtheoretical Model

Table 4 identifies if these theories include social development or social norms constructs (or both) along with an example of how their constructs can be applied to VAC in and around schools.

**Table 4: Theories and how they can be applied to VAC**

THEORY	SOCIAL NORMS AND/OR DEVELOPMENT?	VAC IN AND AROUND SCHOOLS EXAMPLE
Diffusion	Social norms Social development	For a programme targeting positive discipline as an innovation this could include: <ul style="list-style-type: none"> <li>✔ Relative advantage: implement a media campaign that promotes the benefits of positive discipline over violent discipline</li> <li>✔ Compatibility: host a group discussion with teachers and school administrators on how the school can be changed to support the use of positive discipline</li> <li>✔ Complexity: develop school-level policies against the use of violent discipline along with skills training on how to use positive discipline methods</li> <li>✔ Trialability: share positive discipline success stories from other schools</li> <li>✔ Observability: use role models to illustrate the benefits of positive discipline methods</li> </ul>

**Table 4: Theories and how they can be applied to VAC (continued)**

THEORY	SOCIAL NORMS AND/OR DEVELOPMENT?	VAC IN AND AROUND SCHOOLS EXAMPLE
<b>Health Belief Model</b>	Social norms Social development	For a programme targeting bullying this could include: <ul style="list-style-type: none"> <li>✔ Perceived susceptibility and severity: teach students the different types of bullying, share statistics on how common it is, and show a video then host a group discussion about the consequences of bullying</li> <li>✔ Perceived benefits and barriers: host a debate about the benefits and barriers to be a positive bystander</li> <li>✔ Cue-to-action: have students sign declarations to end bullying in and around schools</li> <li>✔ Self-efficacy: provide training on how to take action as a bystander</li> </ul>
<b>Social Cognitive Theory</b>	Social norms Social development	For a programme targeting corporal punishment this could include: <ul style="list-style-type: none"> <li>✔ Reciprocal determinism: advocate for laws banning corporal punishment in schools at the community level and implementation of policy against corporal punishment in schools</li> <li>✔ Behavioural capacity and self-efficacy: skills training focused on maintaining order in the classroom without using violence</li> <li>✔ Expectations: teach teachers about the psychological and physical consequences of corporal punishment and that positive discipline even more effective</li> <li>✔ Observational Learning: train teachers to show their fellow teachers a variety of positive discipline tactics</li> <li>✔ Reinforcements: offer financial incentives to teachers who use positive discipline practices</li> </ul>
<b>Theory of Planned Behaviour</b>	Social norms Social development	For a programme targeting cyberbullying this could include: <ul style="list-style-type: none"> <li>✔ Behavioural intention: teach students what cyberbullying is and how to report incidents</li> <li>✔ Attitude: show videos about the harmful effects of cyberbullying</li> <li>✔ Subjective norm: message around how other students in the school are against cyberbullying</li> <li>✔ Perceived behavioural control: train teachers and students on safe ICT use</li> </ul>
<b>Theory of Normative Social Behaviour<sup>6</sup></b>	Social norms	For a programme targeting bullying this could include: <ul style="list-style-type: none"> <li>✔ Injunctive norms: host debates about bullying including what students should do, what constitutes bullying, and expectations around being a positive bystander</li> <li>✔ Descriptive norms: use posters to display rates of bullying in schools and the community around the school</li> <li>✔ Outcome expectations: conduct role playing exercises where students practice and are rewarded for being positive bystanders in different situations</li> <li>✔ Group and behavioural identity: implement a media campaign focused on fostering a positive school climate</li> </ul>
<b>Transtheoretical Model</b>	Social development	For a programme targeting sexual violence this could include: <ul style="list-style-type: none"> <li>✔ Precontemplation: host an awareness raising campaign focused on the prevalence of sexual violence</li> <li>✔ Contemplation: train peer leaders to act as positive bystanders and educate other students about how they too can be positive bystanders</li> <li>✔ Preparation: skills training for students interested in acting as positive bystanders and provide resources for reporting incidents of sexual violence, receiving health care services, and getting counselling</li> <li>✔ Action: post reminders and tips concerning stopping sexual violence and being a positive bystander to the programme social media pages</li> <li>✔ Maintenance: hold a school assembly to discuss the progress of the programme and allow students to share their experiences</li> </ul>

See *Appendix B* for more information on these theories including how they can be applied to VAC.

<sup>6</sup> While the theory of normative behaviour is not in Appendix B, you can find more information about it at: Padon, A. A. and Rajiv N. R. 'Theory of Normative Social Behaviour,' Encyclopedia of Health Communication, Ed. Teresa L. Thompson, Vol. 1. Thousand Oaks: SAGE Publications, Inc., 2014. 1393-1394. <http://dx.doi.org/10.4135/9781483346427.n550>.

**PROGRAMME SPOTLIGHT 2:**

## Theory-driven C4D Strategy

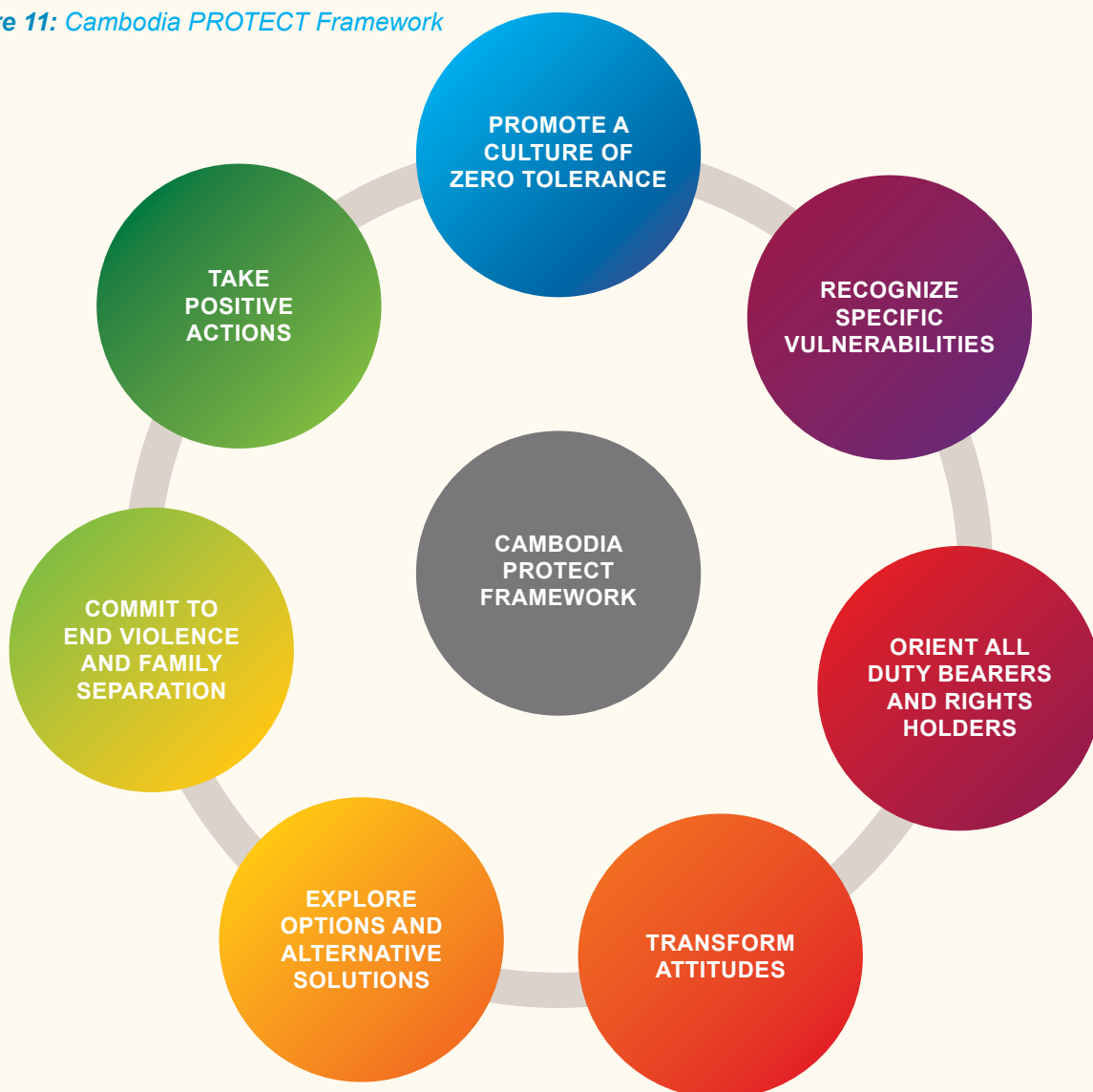
An interesting example of a theory-driven strategy is the *Communication Strategy to End Violence and Unnecessary Family Separation in Cambodia*.<sup>7</sup> In this, a unique communication-centred framework was developed that built on well-established social and behaviour change communication processes and operationalized a range of change theories that function at individual, interpersonal and community levels. Referred to as the *Cambodia PROTECT Framework*, it builds on what has worked globally in various areas of VAC, including efforts to end child marriage, domestic violence and bullying, and is well-suited to preventing and responding to both violence and family separation (Ellsberg et al., 2014; Usdin et al., 2005). Overall, the framework promotes an environment where no form of VAC is accepted, and all relevant duty-bearers or

stakeholders take positive actions to protect children from neglect, harm, abuse and violence (see Figure 11).

The elements follow a sequential flow of knowledge, awareness, skill, capacity, confidence, commitment and action, and are specifically designed to address both prevention and response dimensions of VAC. This conceptual framework was applied to the development and planning of all aspects of the strategy. The framework guided the communication objectives, which in turn were converted to measurable objectives and indicators. The framework also fed into the proposed messages and activities. Building on a common framework for the strategy design and M&E framework ensured that measurement aspects were well integrated and considered concurrently with the design.

<sup>7</sup> Prepared by Rain Barrel Communications for UNICEF Cambodia in 2017 and submitted to the Royal Government of Cambodia for validation and implementation over the next five years.

**Figure 11: Cambodia PROTECT Framework**



## THEORY OF CHANGE

A theory of change is often mapped visually to articulate the process through which the expected change will occur. A theory of change outlines the range of required approaches, demonstrates how these approaches complement and supplement each other, provides a basis for identifying common indicators to monitor progress, and illustrates results that need to occur to achieve desired changes. A theory of change is therefore a foundation upon which we can build consensus about actions needed to address a problem in the short, medium and long term. A basic theory of change is a roadmap of where we want to go (desired results), how we are going to get there (the inputs, activities, and outputs directly associated with activities), and those things we have to account for during the journey (assumptions and external factors).

### Text Box 2: Understanding theory of change

One helpful way to understand a theory of change and grasp its utility is by thinking of it as a series of “if-then” statements. Working from left to right:

- If we have all the listed inputs (resources), then we can carry out all the desired activities.
- If we conduct these activities, then we can achieve specific outputs to reach our intended audience,
- If we reach our intended audience, then we can expect to achieve the stated results.

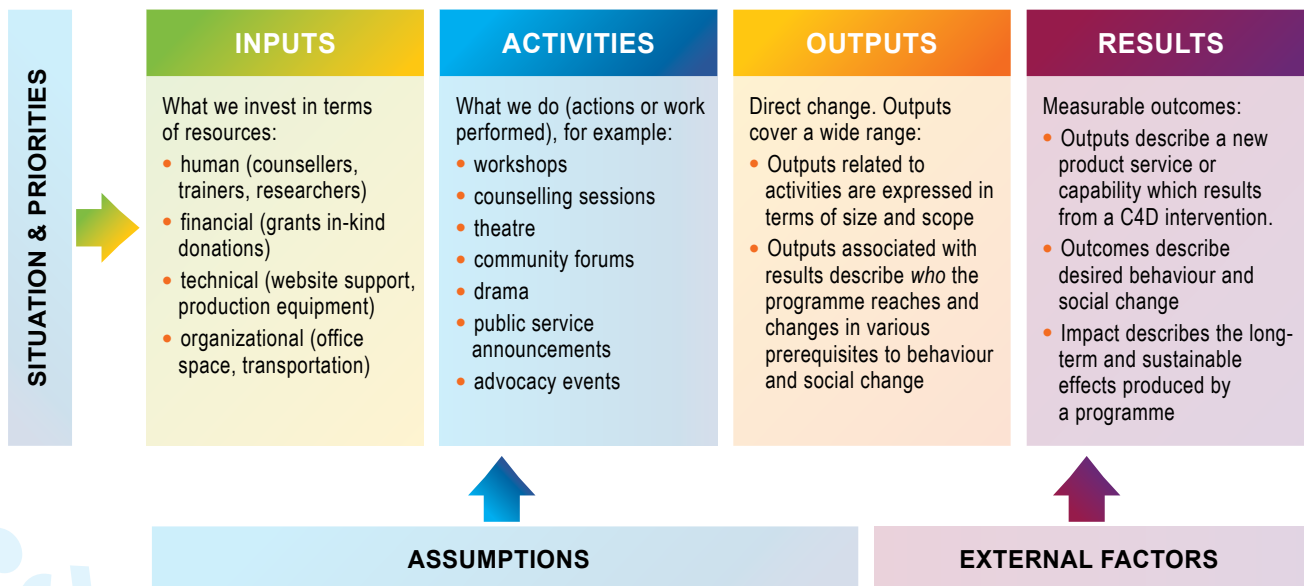
Figure 12 provides a visual representation of a basic theory of change.

A theory of change represents an ideal, outlining all the resources, activities and individuals we need to reach to bring out the desired results. Reality rarely works so smoothly, however. It is therefore important to consider what (1) **assumptions** our theory of change is making about an issue and the programme, and (2) what **external factors** may impact the desired results.

Assumptions can be drawn from formative research. By reviewing existing literature, conducting a needs assessment and analysing findings from a baseline, we can build a comprehensive picture of the daily realities in a community. Some examples of assumptions relevant to VAC interventions using C4D approaches are provided below:

- ✔ Girls want to finish secondary school instead of getting married (as done by female lead characters they watch on television);
- ✔ Parents have a limited understanding of child development;
- ✔ Teachers recognize bullying as an issue and are willing to participate in an anti-bullying intervention;

Figure 12: Basic theory of change



- ✔ There is government support to address human trafficking;
- ✔ Gang-related homicides among youth are on the rise in a community.

Several other factors that programme planners may have some or no control over may also influence outcomes. These are called external factors. External factors can help or hinder success and include political and economic situations, social influences, and even the weather. Because these factors can have a lasting effect on the programme, we may have to adjust our programme to mitigate such external factors. For VAC programming using C4D, external factors could include:

- ✔ Cultural norms concerning early child marriage and child labour;
- ✔ Violence in the home with children who are participating in an anti-bullying intervention;
- ✔ Limited access to media and technology;
- ✔ Limited parental involvement due to work or other commitments;
- ✔ Conflicts, natural disasters or political crisis affecting children and families;
- ✔ Migration trends resulting in absent parents or child exploitation.

### Programmes targeting VAC in and around schools

When formulating your theory of change to target VAC in and around schools, be sure to include activities that focus on both social development and social norms change.

- ✔ Social development activities focus on **development of prosocial skills**, typically including activities like:
  - Training;
  - Capacity building; and
  - Workshops.



- ✔ Social norms activities aim to **shift school-wide norms** towards non-violence, typically including activities like:
  - Media (mass or local) campaigns;
  - Social marketing;
  - Group discussion and debates;
  - Peer leaders/mentors modelling behaviour;
  - Mobilization; and
  - Advocacy and policy making/change (at the school, local, and/or national levels).

Past research on school-based programmes focused on eliminating VAC shows that programmes that include both social development and social norms components in tandem are more effective than those focusing on one or the other alone (Gavine, Donnelly, & Williams, 2016).

How exactly these components are combined will vary by your programme goals, resources, and target audiences. For example, as part of an anti-bullying intervention, you could have a training component focused on conflict resolution skill-building (social development) along with a school-wide media campaign that broadcasts statistics about bullying in the school, so students know what their peers are actually doing, experiencing, and thinking, which is key to shifting social norms.

## PROGRAMME SPOTLIGHT 3:

TARGETING BOTH SOCIAL DEVELOPMENT  
AND SOCIAL NORMS CHANGE

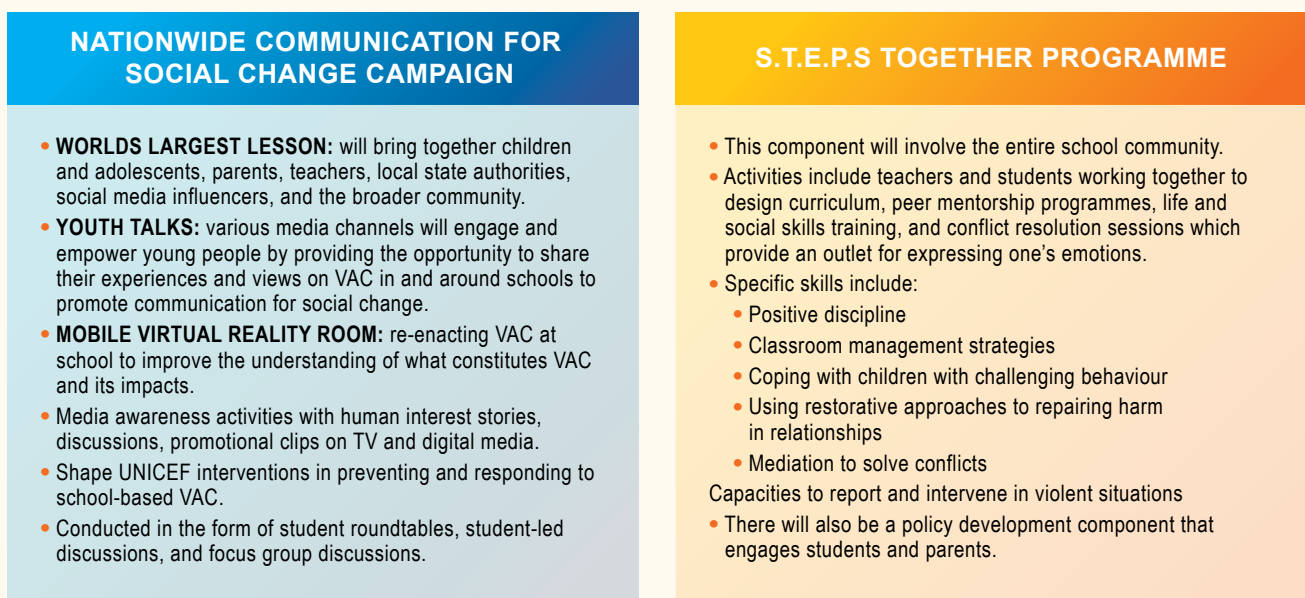
## UNICEF Bulgaria: S.T.E.P.S. Together

To create a safe school environment, UNICEF Bulgaria and the Ministry of Education and Science (MES) developed the S.T.E.P.S. Together programme, a national school-based intervention, along with a nationwide Social Change Campaign. A situation assessment was conducted in five pilot schools to: examine the prevalence of VAC, determine the capacity of the state to identify and respond to VAC, and assess knowledge, attitudes, and practices around VAC. From the situation assessment, a conceptual model

was developed. The SEM was used to observe the determinants of VAC at each level of influence.

The programme spans multiple levels of the SEM aiming to raise awareness of VAC, foster positive social norms, and increase the commitment of schools to prevent and confront violence. The programme includes both social norms and social development activities within both S.T.E.P.S. Together and the Social Change Campaign as described in *Figure 13*.

**Figure 13: S.T.E.P.S. Together and Social Change Campaign programme components**



Information on, and examples of, the following activities are available online:

- World's Largest Lesson<sup>8</sup>
- Youth Talks<sup>9,10</sup>
- Mobile Virtual Realty Room<sup>11</sup>
- An animated video used by the campaign to show the many faces of VAC<sup>12</sup>
- A Public Service Announcement used by the campaign to raise awareness<sup>13</sup>

More information on the Bulgaria programme is in Appendix F.

8 <https://www.youtube.com/watch?v=OZHwWi9Zock&feature=youtu.be>

9 <https://www.unicef.org/bulgaria/en/press-releases/unicef-and-mes-launch-campaign-together-against-violence-schools>

10 <https://www.youtube.com/watch?v=LZuYthxNYTA&feature=youtu.be>

11 <https://www.unicef.org/bulgaria/en/press-releases/unicef-recreates-violence-and-bullying-school-through-virtual-reality>

12 <https://www.youtube.com/watch?v=zdPncMqzJAM>

13 [https://www.youtube.com/watch?v=Ne94q2K5Nu4&list=UUIOSE4ZfZM7C\\_q1b1JHgSg&index=29](https://www.youtube.com/watch?v=Ne94q2K5Nu4&list=UUIOSE4ZfZM7C_q1b1JHgSg&index=29)



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#### PROGRAMME SPOTLIGHT 4:

## Developing a theory of change

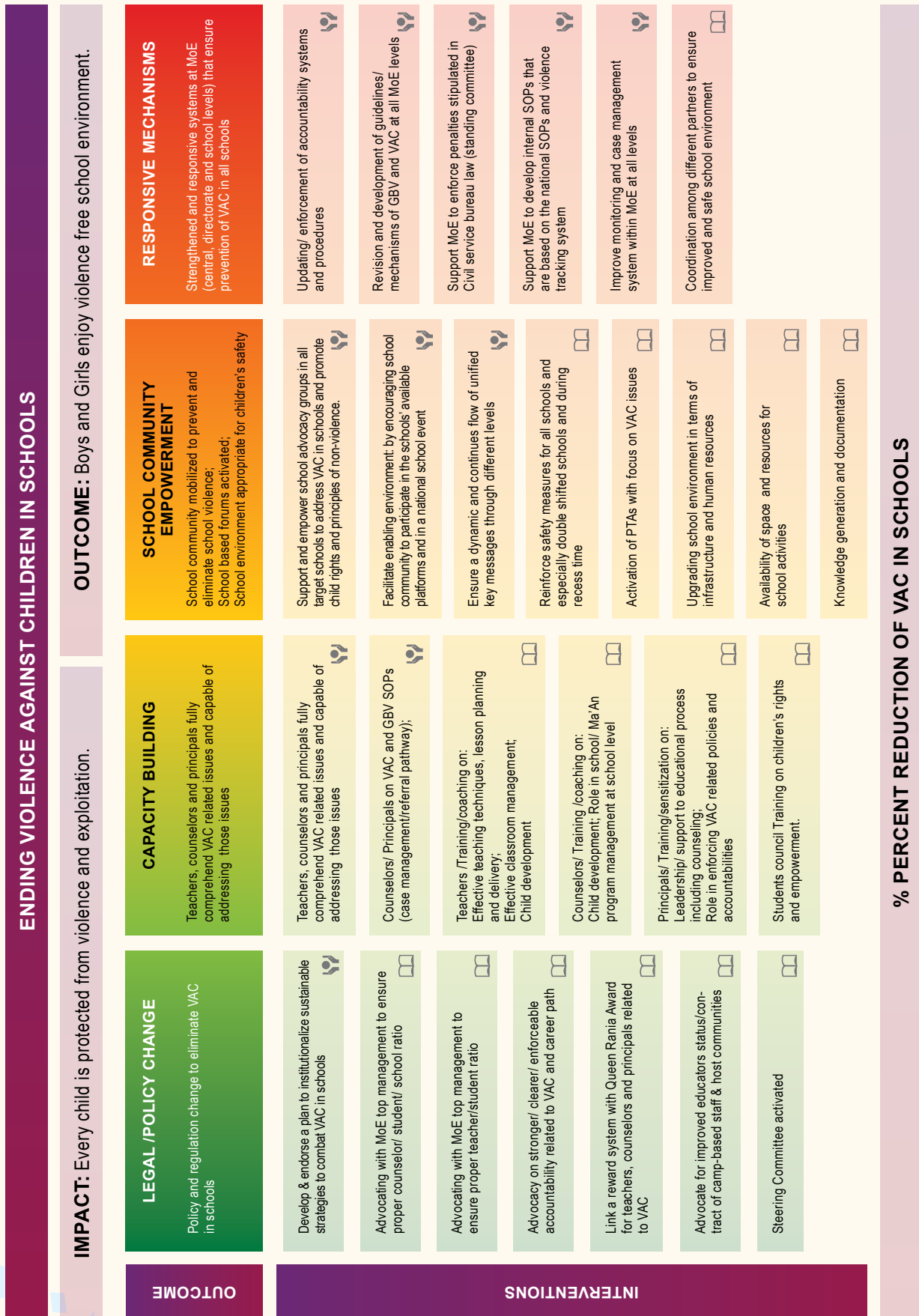
According to a national survey of VAC in Jordan commissioned in 2007, violent discipline in schools is widespread despite the prohibition of corporal punishment by law (Elayyan, 2007; UNICEF Jordan, 2017). Approximately 71% of children reported enduring verbal abuse and 57% of children reported facing physical abuse by teachers and school administrators. Caregivers support violent discipline in schools, with 62% of households allowing teachers to physically discipline children (UNICEF Jordan, 2020). Social norms and cultural practices in Jordan condone violent discipline within multiple contexts due to the belief that it is an effective way to raise children. Likewise, bullying rates have increased overall with Syrian refugees at a high risk; over 13% drop out of school annually due to bullying by Jordanian children (UNICEF Jordan, 2016). The *Changing Norms and Behaviours to End Physical Violence Against Children in Jordan 2019 – 2021 strategy* implemented by UNICEF Jordan along with its government counterparts and partner organisations aims to eliminate violent discipline as well as bullying by (UNICEF Jordan, 2020):

- Prohibiting corporal punishment in all settings;

- Reducing the use of violent discipline methods among caregivers;
- Reducing rates of bullying and physical fighting, especially among Syrian refugee children; and
- Strengthening the capacity of UNICEF Jordan partner organizations and agencies in:
  - » Designing and delivering C4D strategies aimed at VAC in and around schools;
  - » Supporting and recognizing the rights of children, and;
  - » Data collection and application to improve programming and response to VAC.

UNICEF Jordan developed a theory of change (shown in *Figure 14*) demonstrating how the interventions implemented as part of the *Changing Norms and Behaviours to End Physical Violence Against Children in Jordan 2019 – 2021 strategy* will contribute to the overall goal of every child being protected from violence and exploitation (UNICEF Jordan, 2020).

Figure 14: Theory of change for the Changing Norms and Behaviours to End Physical Violence Against Children in Jordan 2019 – 2021 strategy





**Figure 14: Theory of change for the Changing Norms and Behaviours to End Physical Violence Against Children in Jordan 2019 – 2021 strategy (continued)**

<b>BARRIERS</b>	Bureaucratic centralized procedures	Weak policy and legal framework and inadequate enforcement
	Inadequate human resources at all levels	Weak engagement of parents and community
<b>ROOT CAUSES</b>	Social norms support VAC in homes/ schools	Overcrowded classrooms
	Implications of the Syria crisis on social cohesion	Inadequate school facilities and resources
	Poor parenting practices including capacities for emotional bonding	Inadequate knowledge, skills and attitude among school staff
<b>ASSUMPTIONS</b>	Internal commitment and among partners sufficient to achieve results	
	National and political support provided	
	Financial and human resources available	
<b>THREAT</b>	Changing priorities of partners plans and programs	
	Target groups not receiving messages positively	
	National and External macro factors (social, economic and political)	

This theory of change has eight levels, starting with the threats to the strategy and interventions at the bottom and the intended impact at the top (UNICEF Jordan, 2020). Changing priorities, negative reactions to programme messages, and macro-level factors are the main threats. Partnerships, support, and adequate resources are the assumptions. Root causes include social norms, inadequate knowledge, and the implications of the Syrian refugee crisis. The centralized nature of bureaucratic procedures, inadequate resources, weak and unenforced policy, and low engagement are the barriers. Next are the intervention activities which are split across four domains: legal/policy change, capacity building, school community empowerment, and responsive mechanisms. This is followed by outcomes, which reflect the changes that are hoped for as a consequence of strategic activities, namely:

- ✔ Policy and regulation change to eliminate VAC;

- ✔ Teachers and other school staff understand VAC issues and have the capacity to address them;
- ✔ Mobilization of schools, activation of school forums where ideas can be shared, and safe school environments fostered; and
- ✔ Strengthened response systems within the Ministry of Education to ensure VAC prevention.

The result, which would reflect these changes, is the outcome of boys and girls enjoying a violence-free school environment. This is evaluated through the % reduction of VAC in schools (in the blue box). The ultimate impact is every child being protected from violence and exploitation which will be achieved overtime (UNICEF Jordan, 2020).

More information about one of the programmes implemented as part of the strategy, the Ma'An programme, see Appendix L.

## SETTING GOALS AND COMMUNICATION OBJECTIVES

A goal is a general statement of intent. It describes the long-range purpose of a programme. Goals are typically written in broad aspirational terms, focusing on **who** and **what will change** (see Figure 15).

There are two types of goals: programme and communication. Programme goals describe what the future will look like as a result of the programme as a whole. A communication goal describes the changes that the C4D component of the overall programme is to achieve in order for the programme goal to be achieved.

Figure 16 below offers examples of possible VAC programme and communication goals. It is important to recognize that, while the communication goal supports the programme goal, both the programme and communication goals are working to achieve the same outcomes.

Figure 15: Writing goals



Communication objectives are small, precise steps that get us closer to achieving our goals. Just like goals, there are programme and communication objectives. As illustrated in Figure 17, **communication objectives should convey exactly what we want our intended audience to KNOW, FEEL, and DO as a result of exposure to C4D messages**. Communication objectives work to achieve the stated communication goals. They should be theory-driven, meaning they should link back to the key theoretical constructs to bring about change.

Figure 16: Programme goals, communication goals, and communication objectives

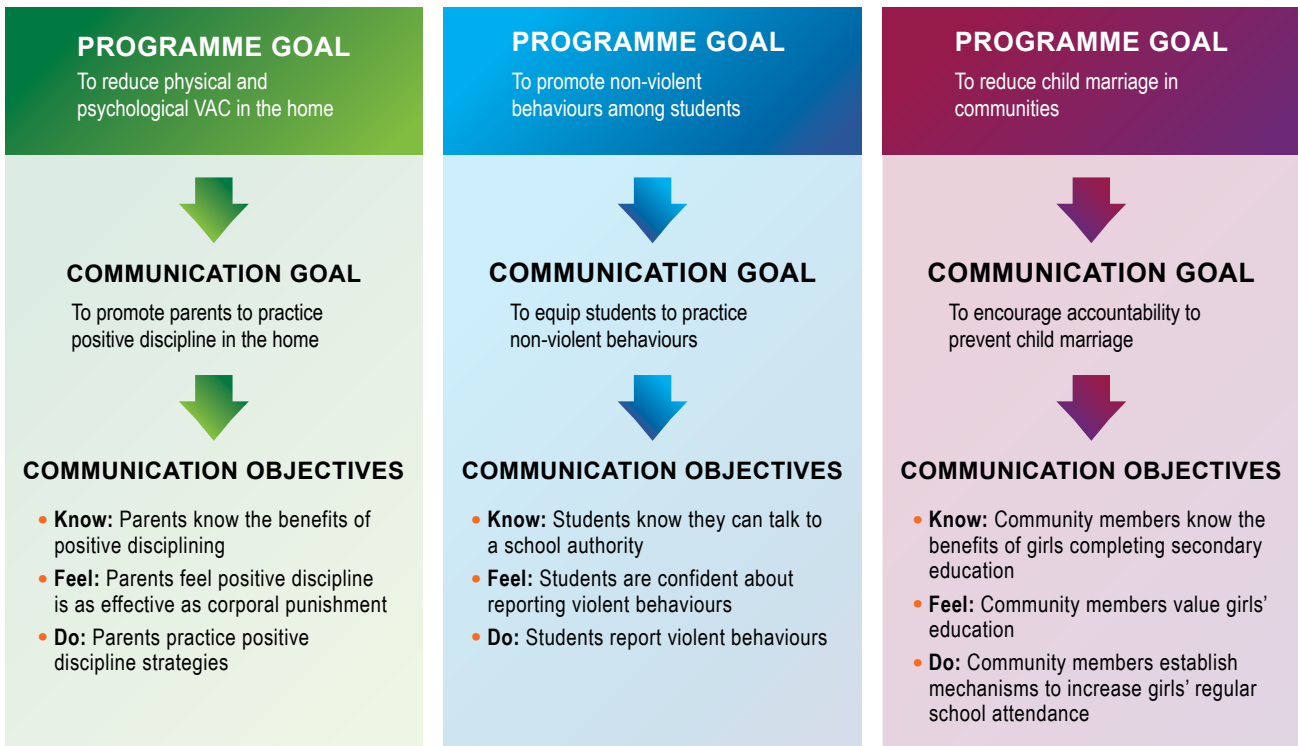


Figure 17: Know, feel, do communication objectives

KNOW COMMUNICATION OBJECTIVES	FEEL COMMUNICATION OBJECTIVES	DO COMMUNICATION OBJECTIVES
Parents learn five actionable steps to protect their child from sexual abuse	Parents believe that they can put into practice the five actionable steps to protect their child from sexual abuse	Parents put into practice the five actionable steps to protect their child from sexual abuse
Children and adolescents know what discrimination means	Children and adolescents feel confident to discuss discrimination with caregivers	Children and adolescents discuss discrimination with caregivers
Community influentials understand the negative consequences of child marriage	Community influentials feel responsible for promoting the health and well-being of girls in their community	Community influentials publicly denounce child marriage



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## PROGRAMME SPOTLIGHT 5:

## Theory-driven communication objectives

Communication objectives should be theory-driven. To showcase what this means, let us take a look at a set of objectives from the *National Communication Strategy for Child Welfare in Sierra Leone*<sup>14</sup> to address a range of VAC issues including corporal punishment, neglect, child marriage, child labour and female genital mutilation (see *Table 5*).

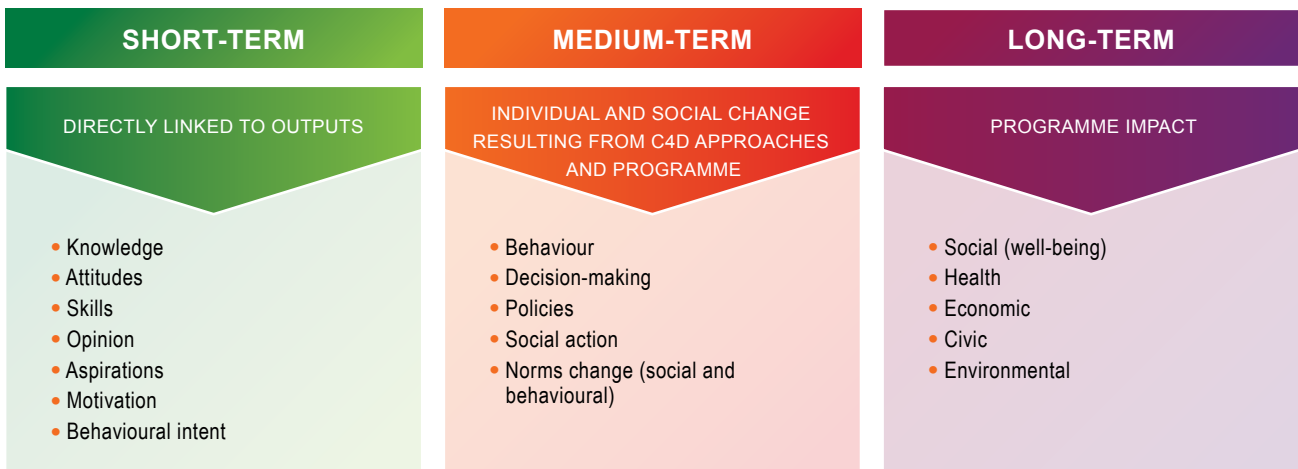
As we can see, multiple theories have been drawn upon and in many cases a single objective may have overlapping theoretical constructs. One might ask which theory is recommended for a certain issue or topic, but there are no recommended theories; the choice depends on the issue, the context and the level of change we are seeking to achieve. It should be noted, too, that we can refer to a range of theories and not be limited to a single theory.

*Table 5: Communication objectives for social and behaviour change*

COMMUNICATION OBJECTIVES FOR SOCIAL AND BEHAVIOUR CHANGE			
Desired change	Individuals/ families/ communities	Construct	Theory
KNOW	<ul style="list-style-type: none"> <li>✔ Caregivers <b>know their role and responsibility</b> in protecting children from violence, abuse, exploitation and harmful practices</li> <li>✔ Caregivers <b>understand the health implications</b> of not protecting children</li> <li>✔ Caregivers <b>understand the long-term economic impact</b> of not protecting children</li> <li>✔ Caregivers <b>know about the laws</b> that protect children (national and community level)</li> </ul>	<ul style="list-style-type: none"> <li>✔ Knowledge</li> <li>✔ Perceived benefits and severity</li> <li>✔ Relative advantage</li> <li>✔ Pre-contemplation and contemplation</li> </ul>	<ul style="list-style-type: none"> <li>✔ Stages of change model</li> <li>✔ Health belief model</li> <li>✔ Diffusion of innovations theory</li> </ul>
FEEL	<ul style="list-style-type: none"> <li>✔ Caregivers <b>recognize that anyone under the age of 18 is a child</b> and requires protection (care and supervision)</li> <li>✔ Caregivers <b>value girls</b> beyond their gender-based roles</li> <li>✔ Children and adolescents <b>recognize that they have rights</b> and responsibilities</li> <li>✔ Children and adolescents <b>feel confident</b> about discussing child protection/welfare issues with caregivers</li> <li>✔ Community influentials <b>recognize that anyone under the age of 18 is a child</b> and requires protection (care and supervision)</li> </ul>	<ul style="list-style-type: none"> <li>✔ Beliefs and values</li> <li>✔ Self-efficacy</li> </ul>	<ul style="list-style-type: none"> <li>✔ Theory of planned behaviour</li> <li>✔ Social cognitive/ learning theory</li> <li>✔ Health belief model</li> </ul>
DO	<ul style="list-style-type: none"> <li>✔ Caregivers <b>adopt positive protective practices</b> (positive discipline, encourage schooling, provide guidance, monitor activities, discourage child labour, delay child marriage, etc.)</li> <li>✔ Children and adolescents <b>disclose child protection offences</b></li> <li>✔ Community influentials <b>adopt positive protective practices</b> (positive discipline, encourage schooling, provide guidance, monitor activities, discourage child labour, delay marriage, etc.)</li> <li>✔ Community influentials <b>ensure community bye-laws</b> are developed</li> <li>✔ Community influentials <b>promote reporting of all child protection offences</b> (regional and national)</li> <li>✔ Community influentials <b>commit to ending harmful practices</b> (early marriage and FGM)</li> </ul>	<ul style="list-style-type: none"> <li>✔ Skills</li> <li>✔ Adoption</li> <li>✔ Discussion/disclosure</li> <li>✔ Social norms</li> <li>✔ Collective action/ efficacy</li> </ul>	<ul style="list-style-type: none"> <li>✔ Stages of change</li> <li>✔ Theory of planned behaviour</li> <li>✔ Social cognitive/ learning theory</li> <li>✔ Diffusion of innovations</li> <li>✔ Social norms theory</li> <li>✔ Community organization theory</li> <li>✔ Community readiness model</li> </ul>

<sup>14</sup> Prepared by Ami Sengupta and Suruchi Sood for UNICEF Sierra Leone in 2014.

Figure 18: The three levels of results and what to expect



### RESULTS (SHORT, MEDIUM, LONG TERM) AND INDICATORS

A note on terminology is warranted before describing results and indicators. The Results-Based Management (RBM) approach adopted by the UN system since the late 1990s is a management system by which all actors ensure that their processes, products and services contribute to the achievement of desired results. The approach attempts to move away from a focus on inputs, activities, and immediate results (i.e. outputs), and aims to improve the accountability and effectiveness of UN Agencies. The results-oriented focus emphasizes long-term results and important changes in the lives of people and communities, by reflecting describable and measurable change that is based on cause-effect relationships. The RBM approach defines three levels of results: **Outputs**, **Outcomes**, and **Impact**; these reflect the short-term, medium-term and long-term changes that a programme can bring about (see Figure 18).

According to the RBM approach, an output describes a new product service or capability that results directly from a C4D intervention. An outcome describes the desired social and behaviour change; and impact describes the long-term effects produced by a programme, which are sustainable in people's lives. For example, a child marriage prevention intervention which uses a peer counselling approach might aim to achieve the following results:

- ✔ **Outputs (short-term results associated with participation):**<sup>15</sup> X per cent of peer leaders are trained in counselling adolescents about issues associated with child marriage;
- ✔ **Outcomes (medium-term results):** One year after the implementation of the peer education programme adolescents discuss issues associated with child marriage with their family members;
- ✔ **Impact (long-term results):** By the end of the programme cycle, the incidence of child marriage is lower.



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15 Outputs show up two times in the theory of change: 1. Outputs associated with activities = direct results that occur as a result of implementation (# of public service announcements aired; # of peer educators trained; % of parents with children between 0-5 who trained in positive parenting skills; % of communities participating in awareness raising events) and 2. Outputs associated with results (short term results) which focus on changes in knowledge, attitudes, efficacy, perceptions of risk and all the intermediate constructs that need to be addressed to promote social and behaviour change.

### Outputs (short-term results)

Outputs can be conceptualized in two ways: (1) activities and (2) participation. In their simplest form, activity-related outputs refer to the specific messages and materials that are disseminated as a part of implementing a communication strategy. Outputs associated with participation (some organizations refer to these as short-term outcomes or short-term results) are directly **linked with outputs** and deal with changes in learning (i.e. social or emotional changes) such as knowledge, attitudes, skills, opinions, aspirations, motivation and behavioural intent. Some examples of VAC-related short-term results using C4D approaches include parents gaining knowledge of the negative effects violence has on child development, parents adopting a negative attitude toward child marriage, and parents learning how to identify signs of sexual abuse.

### Outcomes (medium-term results)

Outcomes or medium-term results are typically classified as direct results and are **linked to the individual social and behaviour change directly resulting from C4D approaches within the CP programme**. These go a step beyond cognitive and emotional changes and focus on actions that take place within two to five years. Outcomes can include expected changes in actual behaviour, decision-making, policies and social action. Some examples of medium-term results include: parents implementing positive disciplining techniques, governments advocating bans on corporal punishment, and children taking social action against harmful social norms (e.g. FGM, child marriage, child labour).

### Impact (long-term results)

Finally, impact or long-term results occur beyond the C4D strategy implementation timeframe (seven to ten years) and **speak more to the programme’s impact as a whole**. Long-term outcomes are reflected in the programme goal, and measures of impact assess expected changes in social, health, economic, civic or environmental conditions. While it may not be possible to derive direct and causal links between C4D approaches and long-term results, C4D approaches are expected to contribute to long-term results. Impacts describe **the long-term changes in people’s lives** – be it economic, socio-cultural, institutional, environmental or technological changes – that can be attributed to the programme. These are high-level results that are influenced by external factors, as well as other actors that are described in more detail below (UNICEF, 2015b). For C4D approaches used in VAC programming, some examples of impacts include:

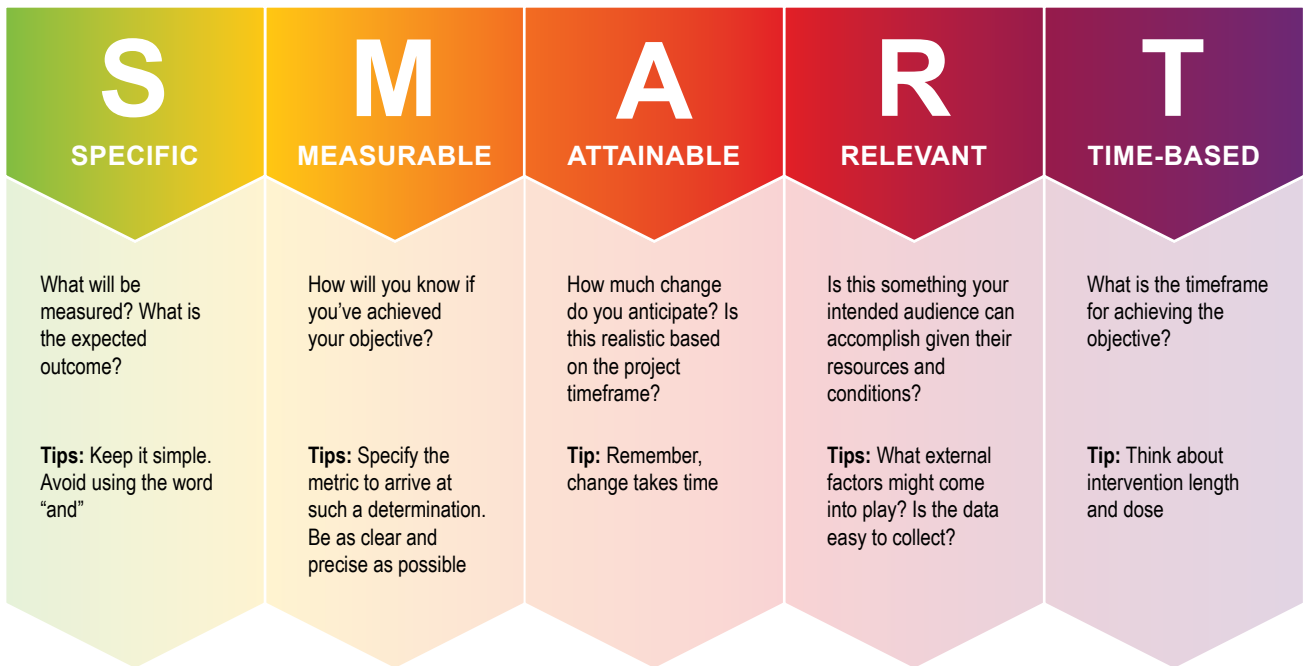
- Reduction in number of violent deaths among children
- Increase or reduction in number of children in detention
- Reduction in number of children in child labour
- Reduction in number of girls who have had FGM

Once goals and objectives (know, feel, do) have been determined, it is time to consider how these objectives will contribute to results, i.e. the desired changes in the short, medium and long term. Some examples to illustrate this point are provided in *Table 6*:

**Table 6: Examples of objectives, activities, and results**

IF THE COMMUNICATION OBJECTIVE IS...	... THEN POTENTIAL COMMUNICATION ACTIVITIES COULD...	... WHICH COULD RESULT IN ...
for students to know they can talk to a school authority about bullying	focus on addressing this lack of knowledge	an increase in knowledge about the school-based mechanisms to address bullying and about who to turn to when addressing the issue
to improve confidence among teachers on using positive discipline for classroom management	involve engagement with role models and the opportunity to practise skills	an increase in teachers’ self-efficacy in their ability to use positive discipline methods
to ensure that community influentials commit to end physical punishment in school	include community sensitization and engagement meetings	a greater likelihood that community influentials will publicly declare support to ending physical punishment to discipline children at school

Figure 19: SMART criteria & tips



### INDICATORS

The measurement of short-, medium- and long-term results requires the delineation of results-based indicators.<sup>16</sup> In order to write results in measurable terms, they need to state: **what will change, when the change will occur, how much change will take place, and who will change.** SMART is an acronym commonly used to describe specific and quantifiable results. SMART stands for **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-phased (Issel, 2013). *Figure 19* walks us through the SMART criteria.

The following are examples of SMART results for VAC programmes using C4D approaches:<sup>17</sup>

- ✔ By the year 2025, there will be a 5 per cent decrease in the proportion of adolescent girls aged 15-19 who are currently married;
- ✔ By 2025, there will be a 4 per cent increase in the proportion of adolescent girls aged 15-19 who sought help from any source to stop violence;
- ✔ By 2025, there will be a 3 per cent decrease in the proportion of children aged 2-14 who experience psychological aggression.

The lack of data on VAC can sometimes make it difficult to write SMART results, especially when it comes to identifying how much change to expect. If we find ourselves in that situation, we can use some of the benchmarks in *Table 7* below to guide us.<sup>18</sup> The table provides three estimates of change depending on participants' level of exposure to programme activities. For example, if you expect adolescent boys to have moderate exposure to a local radio spot, you could set your target as by 2025, 40 per cent of adolescent boys in community X are able to recall message Y.

A relatively new set of guidelines, SPICED criteria, aims to create more participatory and inclusive objectives and indicators. SPICED stands for: Subjective, Participatory, Interpreted (and Communicable), Cross-checked, Empowering, and Diverse & Disaggregated (Roche, 1999). Because SPICED criteria focus on the qualitative aspects of objectives and indicators, they allow us to ground our objectives and indicators in the local context and to be informed by how community members understand change. By letting local insights shape the objectives and indicators, community members can more easily

16 Traditionally results have been referred to as objectives. In the RBM framework, this term has been replaced with results that can be conceptualized as objectives which are describable and measurable. While objectives indicate good intentions, results articulate the direction of change in the short, medium and long term.

17 More examples of SMART objectives used in child protection programming can be found in UNICEF (2015b).

18 See Valente, 2002, p. 41 for a more comprehensive table.

**Table 7: Estimating programme effects to set SMART results**

ESTIMATING PROGRAMME EFFECTS TO SET SMART RESULTS			
Variable	Level of exposure (%)		
	Very high	High	Moderate
Recalls message	80	60	40
Knowledge of behaviour	41	31	21
Discuss with others	33	25	16
Have positive image of behaviour	21	16	11
Intends to practise behaviour	13	10	7
Begins to practise behaviour	9	6	4

use the objectives and indicators themselves to measure and interpret changes (Lennie et al., 2011). As can be seen from *Table 8* below, the SPICED criteria<sup>19</sup> reflect ‘a shift towards placing greater emphasis on developing indicators that stakeholders can define and use directly for their own purposes of interpreting and learning about change’ (Estrella et al., 2000; p. 9), rather than simply measuring or attempting to demonstrate impact for donors.

In the context of VAC programming using C4D, the process of following SPICED guidelines can help elicit local definitions and interpretations of violence. While standardized definitions of VAC exist, these definitions are not always consistent with local understandings or manifestations of violence. By understanding what actions constitute

sexual violence in a community, for example, we can provide useful insights for both programmatic and evaluations functions. At the programmatic level, this information can help us tailor a set of communication activities to address the forms of sexual violence most prevalent in a community or expand a community’s understanding of sexual violence so that the two definitions (local and international) are more aligned. This in turn can help shape the wording for objectives and indicators and thus allow for better measurement of change.

While SMART indicators tend to describe the components of a strong indicator, SPICED provides guidance on how the indicators should be used. The SMART and SPICED mnemonics call for a different means of verification. For example, a SMART

**Table 8: SPICED criteria**

SPICED CRITERIA		
Criteria	Purpose	Questions to ask yourself
<b>Subjective</b>	Your intended audience has critical insights which serve as another important data source from which objectives and indicators should be developed	What information might your intended audience have that you cannot access elsewhere?
<b>Participatory</b>	Objectives and indicators should be established with those who are best positioned to assess them	Who are the beneficiaries and stakeholders in the intervention?
<b>Interpreted and communicable</b>	Locally defined objectives and indicators will likely need to be explained to “outsiders”	What do these objectives and indicators mean?
<b>Cross-checked and compared</b>	Data collected should be compared using other data methods, sources, researchers, and participants	Does the M&E plan consist of various methods, data collectors, and participants?
<b>Empowering</b>	Work collectively to develop objectives and indicators. Encourage critical thinking to empower community members	How can the M&E plan facilitate learning and empowerment processes? What transferable skills could participants learn?
<b>Diverse and disaggregated</b>	Collect data from different groups of individuals. Keep records in order to facilitate analyses of the data based on the different characteristics	What are the different types of participants that you should recruit? What would make for interesting analyses?

<sup>19</sup> For more on SMART and SPICED criteria, see pp. 102-103 of [Lennie & Tachi \(2011\)](#).



output for a communication activity could be to increase discussion about a particular topic among a given set of participants by a certain percentage over a given time frame. In terms of the SMART criteria, this could be monitored and evaluated over time from a quantitative perspective. This result can be SPICED by gathering the same data but using participatory methods to define the output and using participatory approaches to gather and interpret data about it. The “Empowering” criterion of SPICED objectives argues that the process of setting and assessing results should be an empowering one in and of itself. In addition, participants should have room to critically reflect on their own changing situations.

Indicators are used for both monitoring and evaluation purposes. They allow us to actually measure our activity related outputs and also our short-term results (participation-related outputs), medium-term results (outcomes) and long-term result (impact). An indicator is the means by which a result is measured, and therefore it has to adhere to SMART and SPICED criteria. Complex results may require more than one accompanying indicator. There are two types of indicators:

- ✔ **Activity-related output indicators** enable us to make sure that the programme is being implemented according to plan. Typical monitoring indicators for outputs directly associated with communication activities would

include, for example, number of workshops held, number of Facebook likes, number of workshop participants, changes in the geographic coverage of services, or changes in knowledge, attitudes and capabilities.

- ✔ **Results-based indicators** are used to measure the intervention effectiveness in the short, medium and long term. We can determine whether and by how much change has occurred. Or to use a roadmap analogy, we can see how far we have travelled. Indicators to measure results should be SMART.<sup>20</sup>

### Programmes targeting VAC in and around schools

This section describes how to design indicators and provides examples of monitoring and evaluation indicators by VAC in and around schools topic areas, including sample questions and how these indicators are operationalised.

While factors measured at each research stage will vary, different types of programmes targeting VAC in and around schools should be sure to examine particular sets of indicators. *Table 9* lists types of approaches, what indicators they should examine, and an example indicator. Note that the example is for a single construct and is not representative of all of the things that should be measured for that approach.

**Table 9: Programme approaches and associated indicators that should be measured**

APPROACH	WHAT INDICATORS SHOULD MEASURE	EXAMPLE INDICATOR
Whole-School Approaches <sup>21</sup>	Go beyond individual-level factors among one specific population to assess change among interpersonal, community, normative, and societal/policy factors	By 2030, combined school connectedness scores (among teachers, staff, and students) will increase by 25%.
Bystander Approaches <sup>22</sup>	Attitudes favouring being an active bystander and actual positive bystander behaviour	By 2030, self-efficacy to intervene in a bullying situation witnessed will increase by 10% among secondary school students
Approaches that use a Social Development Component(s)	Knowledge, attitudes, self-efficacy, and behaviour to determine the extent to which the skill-building was effective	One year after the programme has ended, there will be a 15% decrease in the use of violent discipline methods among primary school teachers
Community-Based Approaches	Positive shifts at the individual and organizational level in schools as well as from a sample of the broader community	By 2030, rates of bullying witnessed among children ages 10-14 in the community will decrease by 10%
Peer Mentor and/or Cascade Training Approaches <sup>23</sup>	Knowledge, attitudes, and practices specific to the training in addition to general indicators to measure change in the larger population	6 months after the training was concluded, 60% of trainees can state and define the different types of sexual violence

<sup>20</sup> Some useful resources for and examples of child protection outcomes and indicators can be found on pp. 103-107 of the Child Protection Resource Pack (UNICEF, 2015), as well as pp. 103-105 of Lennie & Tachi (2011).

<sup>21</sup> For a definition of whole-school approaches see page 62.

<sup>22</sup> More about bystander approaches is discussed in the KiVA Programme Spotlight on pp. 29

<sup>23</sup> For a definition of the peer mentor and cascade training models, see pages 86-88.

### DENOMINATORS

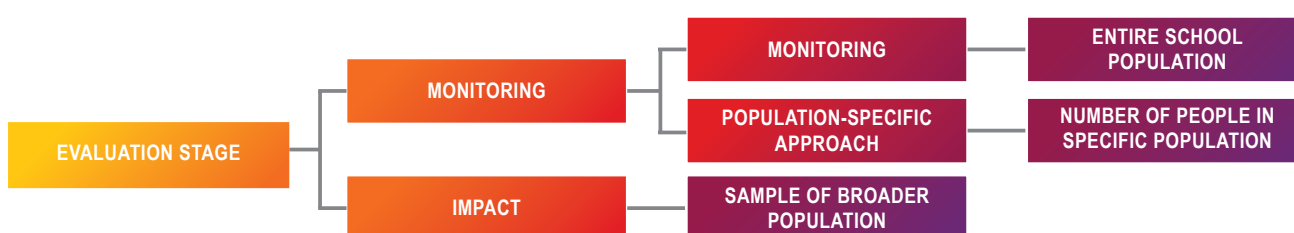
Keep in mind the importance of accurately defining denominators when measuring indicators. *Figure 20* provides a guide about how to define indicators depending on evaluation stage and programmatic approach.

In general, the denominators for monitoring indicators are based on the school population or select groups within or around the school.

### MONITORING

*Table 10* and *Table 11* present a series of output and outcome indicator topics critical to measure for programmes targeting different types of VAC in and around schools. These can be adapted by adjusting the population and/or age range and providing a timeframe and proposed level of change to make them SMART.

**Figure 20: How to define indicator denominators for data analysis**



**Table 10: Output (Short-Term) Monitoring Indicators**

OUTPUT (SHORT-TERM) MONITORING INDICATORS		
Type of VAC	Indicator Topic	Examples of Indicators
Bullying and Cyberbullying	Attitudes	<ul style="list-style-type: none"> <li>✔ Level of approval of intervening in a situation where a fellow student is being physically bullied by another student among boys in secondary school</li> <li>✔ Proportion of girls aged 14-18 who perceive cyberbullying as harmful towards others</li> </ul>
	Self-Efficacy	<ul style="list-style-type: none"> <li>✔ Level of self-efficacy to intervene in a bullying situation among bystanders in primary school</li> <li>✔ Level of self-efficacy to report cyberbullying instances witnessed among secondary school students</li> </ul>
	Knowledge	<ul style="list-style-type: none"> <li>✔ Knowledge of the meaning of 'bystander' among students aged 7-12</li> <li>✔ Proportion of secondary school students who can correctly define 'cyberbullying'</li> </ul>
Sexual Violence	Attitudes	<ul style="list-style-type: none"> <li>✔ Level of positive attitudes towards gender equity among boys in primary school</li> </ul>
	Self-Efficacy	<ul style="list-style-type: none"> <li>✔ Self-efficacy to report incidents of sexual violence witnessed or heard about among students aged 14-18</li> </ul>
	Knowledge	<ul style="list-style-type: none"> <li>✔ Knowledge of 'good touch' and 'bad touch' among Kindergarteners</li> </ul>
Violent Discipline	Attitudes	<ul style="list-style-type: none"> <li>✔ Attitudes towards positive discipline methods among primary school teachers</li> </ul>
	Self-Efficacy	<ul style="list-style-type: none"> <li>✔ Self-efficacy to use non-violent methods of discipline among teachers in secondary schools</li> </ul>
	Knowledge	<ul style="list-style-type: none"> <li>✔ Secondary school administrator's level of knowledge concerning how corporal punishment is a contributing factor to negative health outcomes among students</li> </ul>

**Table 11: Outcome indicator topics and examples**

OUTCOME (MEDIUM-TERM) MONITORING INDICATORS		
Type of VAC	Indicator Topic	Examples of Indicators
Bullying and Cyberbullying	Behaviour	<ul style="list-style-type: none"> <li>✔ Frequency of cyberbullying perpetration among girls aged 10-12 in the past 3 months</li> <li>✔ Frequency of intervening when bullying was witnessed in the past 30 days among 15-16-year-old students</li> </ul>
	Norms Change	<ul style="list-style-type: none"> <li>✔ Perceived approval of teasing peers among 7-8-year-old students</li> <li>✔ Perceived prevalence of cyberbullying perpetration in the past school year among secondary school teachers</li> </ul>
Sexual Violence	Behaviour	<ul style="list-style-type: none"> <li>✔ Prevalence of self-reported sexual assault incidents among secondary school girls in the past year</li> </ul>
	Norms Change	<ul style="list-style-type: none"> <li>✔ Perceived approval of rape myths among secondary school students</li> <li>✔ Perceived prevalence of sexual assault in the past 3 months among girls aged 16-19</li> </ul>
Violent Discipline	Behaviour	<ul style="list-style-type: none"> <li>✔ Self-reported use of violent discipline among male secondary school teachers</li> </ul>
	Norms Change	<ul style="list-style-type: none"> <li>✔ Perceived approval of violent discipline among primary school teachers</li> <li>✔ Perceived prevalence of corporal punishment in the past school year among primary school students</li> </ul>

**Table 12: SMART indicator measurement example**

EXAMPLE OF RESULTS, SMART INDICATORS, AND INDICATOR CALCULATION			
		How to calculate the indicator	
		Numerator	Denominator
Desired result	SMART outcome indicator		
Schools are free of corporal punishment	By 2030, 25% of secondary schools will be free of corporal punishment	Number of secondary schools that are free of corporal punishment	Total number of schools in the intervention area

Additionally, to present robust results, look for ways in which practice data can be corroborated by outside sources. If events that are captured in school records relate to your indicators, use these to examine change in relation to your quantitative and qualitative findings. Most often, school records of VAC are vastly underestimated. Nevertheless, these records can provide a source of verification for practices in addition to self-reported evaluation data. Such triangulation of data strengthens the evaluation.

Table 12 provides an example of how to build and calculate SMART indicators starting from your desired result.

**EVALUATION**

Table 13 provides examples of indicators for two critical impact evaluation topics: social (well-being) and health. Analysis and means of verification for impact indicators is based upon outside sources versus the tools developed to evaluate specific output and outcome indicators directly related to a given C4D intervention.

If possible, compare records such as those from schools, the government, or hospitals, with data from large surveys like the Demographic and Health Survey (DHS), Multiple Indicator Cluster Surveys (MICS), and Global School-based Student Health Survey (GSHS). Both records and surveys face different threats to validity, such as bias and underreporting by victims. Thus, having multiple sources will produce the most accurate picture of what is actually occurring when evaluating impact.

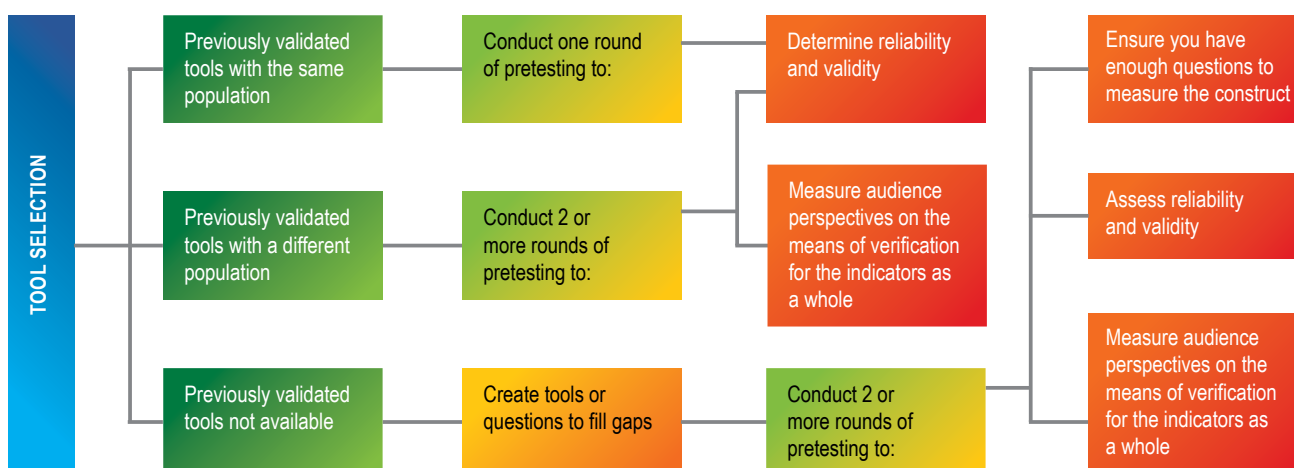
**TOOL SELECTION**

Whenever possible, use previously validated tools to collect data. Selecting previously validated tools increases the likelihood that your data will be reliable and valid and is also time-saving and cost-effective. It is best to choose tools that have been previously validated with a population like yours, especially the same age groups, gender, and location (see Figure 21). A set of reliable and available tools commonly used in programmes targeting VAC in and around schools is provided in Appendix G.

Table 13: Impact indicator topics and examples

IMPACT (LONG-TERM) INDICATORS			
Indicator Topic	Type of VAC	Examples	How to Analyse
Social (well-being)	Bullying and Cyberbullying	Reduced prevalence of cyberbullying/bullying among secondary school students	<ul style="list-style-type: none"> <li>✔ School-level data from multiple schools; school district-level data if available</li> <li>✔ Governmental surveys</li> <li>✔ International programme data (MICS, DHS, GSHS, etc.)</li> </ul>
	Sexual Violence	Reduced prevalence of rape among girls ages 11-15	
	Violent Discipline	Reduced prevalence of corporal punishment in primary schools	
Health	Bullying and Cyberbullying	Reduced prevalence of injury requiring hospitalization due to physical bullying among secondary school students	<ul style="list-style-type: none"> <li>✔ Hospital records</li> <li>✔ Police/law enforcement records</li> <li>✔ Governmental surveys</li> <li>✔ International programme data (MICS, DHS, GSHS, etc.)</li> </ul>
	Sexual Violence	Reduced prevalence of mental health issues linked to sexual assault among those under 19 years old	
	Violent Discipline	Reduced prevalence of corporal punishment among children under 12	

Figure 21: Tools selection process



### BASELINES

Baseline data are initial measurements collected before a programme intervention or C4D strategy has been implemented. A baseline serves as a point of reference to gauge improvements over time. We can measure the impact of C4D interventions by comparing the endline data (data collected after the intervention is completed) with baseline data. This comparison will show the changes that have occurred between the two time-points. As the questions asked at baseline are repeated at endline, we need to think carefully about what we want to measure and what results we expect. Some examples of baseline data collected in interventions addressing VAC include:<sup>24</sup>

- ✔ Knowledge of inappropriate touching
- ✔ Attitudes towards bullying
- ✔ Awareness of signs of child neglect
- ✔ Conflict management skills
- ✔ Observations of corporal punishment in schools
- ✔ Prevalence of child marriage
- ✔ Belief that others approve of corporal punishment
- ✔ Number of local vigilance committees to address human trafficking
- ✔ Help-seeking behaviours among individuals experiencing dating violence
- ✔ Number of policies and laws on child labour
- ✔ Attitudes towards gender roles

<sup>24</sup> Additional examples can be found at UNICEF, 2015b.

## Programmes targeting VAC in and around schools

In many ways, schools are an ideal environment for conducting baseline research because they contain a clearly defined population which is relatively stable over time. That said, there are also certain challenges when conducting research in and around schools. Some of these benefits and challenges to address when designing the baseline assessment are:

### ✔ Benefits

- Contained environments means that populations stay somewhat stable over time so the sample is predetermined and relatively accessible.
- Predetermined location makes planning research more straightforward.
- Extra-curricular groups like sports teams and clubs allow different ways to measure change among subsets of the target population.
- Teachers, students, and other school staff can be involved in the data collection, analysis, and interpretation.
- The target audience can be leveraged to provide feedback based on baseline findings to inform the programme.

### ✔ Challenges

- Rates of VAC are usually underestimated in school records compared to the actual rates due to issues of oversight, students not reporting incidents, and insufficient school security measures.
- Less contact with caregivers outside the school network means consent and assent may be low.
- Shifting in the population of the school each year must be accounted for. Likewise, attrition and loss to follow-up may be high, as students leave school for various reasons.

For more information on challenges and benefits, see the “Evaluate” section.

A powerful way to use baseline findings is to involve the intended programme beneficiaries in the interpretation of findings and application of results in the programme design and delivery stages. Schools are a perfect environment from which to draw these beneficiaries because buy-in to the programme can be increased given the opportunity to voice their opinions and become more involved in the Plan and Design stages. This can result in higher levels of participation and greater fidelity upon implementation.

An example of involving programme beneficiaries in the baseline process is the Bullying in Sicilian Schools study, which implemented an anti-bullying intervention targeting attitudes towards bullying among first graders in Italy (Costantino et al., 2019). This programme formed five “working groups” that were frequently leveraged. These groups each consisted of three professionals in the government, health, and university spheres. These professionals hosted four meetings with teachers in participating schools to discuss the preliminary findings from the baseline data collection (on both teacher and student attitudes and perceived prevalence of bullying). The teacher’s and professionals then worked together to develop programme activities aimed at increasing awareness of bullying and preventing bullying in schools based upon these results. Not only did this directly involve the teachers who ultimately facilitated the programme, but it included a community-based approach by involving an advisory board of experts in government, health, and education. Bringing together these multiple points of view for programme design and delivery was fundamental to the success of the programme, which reduced the number of physical, verbal, and indirect bullying episodes among 402 first graders in nine different schools (Costantino et al., 2019).

## PLANNING MYTHS

This section addresses some common myths about planning C4D strategies and programmes.

**MYTH #1: Communication is an art. Catchy messages and attractive material lead to change.**

- ✔ **RESPONSE:** The art and science of communication are both important. A creative campaign is unlikely to have impact among the desired participants if it is not based on sound planning and robust research.

**MYTH #2: I don't need formative research. I already know the needs of the community. Plus, I don't have time and money for research.**

- ✔ **RESPONSE:** Even when we may be very familiar with an issue, population or context, there may be underlying determinants of which we are not aware. Formative research can give us these insights to help us make evidence-based decisions for programming. It is helpful to think of the funds allocated for programme design as funds available for formative research.

**MYTH #3: Doing some activities with one group of participants during a field visit counts as formative research.**

- ✔ **RESPONSE:** Actually, that is not enough. It is

important that research activities are done with a generalizable sample of participants. In other words, since we cannot include everyone in our intended audience to partake in our research study, the research participants we do recruit should be representative of the larger, intended audience.

**MYTH #4: Conceptual models are for academics. We practitioners don't need models as they are too far removed from reality.**

- ✔ **RESPONSE:** Conceptual models explain and predict social and behaviour change. They help us understand why a problem exists, who can trigger change, what is likely to work or lead to change, and what information we need to know to design the intervention.

**MYTH #5: If we choose a conceptual model to guide our programme, we have to address all of its constructs.**

- ✔ **RESPONSE:** Conceptual models are guides for understanding how social and behaviour change occurs. Reality, however, is far messier and more complex. Therefore, it is more important to choose the right constructs for a programme than to focus on picking the perfect theory/model or trying to fit our issue into a specific theory/model.

## PLANNING RECOMMENDATIONS

- ✔ **Summarize existing information about the situation and audiences.** A critical component of formative research is looking at and learning from what has already been done. Draw upon past research and programmatic efforts, as well as existing data sources to identify best practices and gaps. Use the information from these sources to focus and justify the scope of our work.
- ✔ **Collect quantitative and qualitative primary data.** Leverage the strengths of both

qualitative and quantitative methods to paint a comprehensive picture of the situation we are trying to address and to create a profile of our key audiences. Using a mix of methods allows us to triangulate and validate our findings and also ensures that multiple perspectives are obtained.

- ✔ **Prioritize audiences and issues.** Analyse the data from both primary and secondary sources to begin identifying the most pressing issues to address and key audiences to engage. Use the data to yet again narrow the scope of the

programme. Take this opportunity to determine whether there is a C4D solution to the programme and to flesh out what that solution entails. At the same time, use the data to start segmenting audiences into primary, secondary and tertiary groups.

- ✔ **Validate needs by involving experts and programme beneficiaries.** Double-check that the issues identified during the needs assessment are indeed seen as priority issues by programme beneficiaries and experts. Skipping this step means missing an opportunity to solicit buy-in and potentially undermines the success of the programme.
- ✔ **Develop evidence-based guidance for the programme approaches and activities.** It is important to use the information we got throughout the formative research process not only to guide the scope, focus and key audiences of the future works, but also as the justification underpinning programmatic decisions, such as the selection of C4D approaches and activities.
- ✔ **Utilize SMART criteria.** The systematic review (Sood & Cronin, 2019) revealed that most interventions do not follow SMART criteria when writing results and indicators. For example, indicators often focus on who will change and what will change, but do not

indicate by when nor how much change to expect. Failure to use SMART criteria makes it difficult for us to assess whether or not C4D activities have achieved their stated short-, medium- and long-term results.

- ✔ **Set objectives that help us achieve and measure our expected results.** The results – or changes we anticipate as a result of our C4D activities – should be embedded in our objectives if they are SMART. To succeed, we must make sure that objectives and results are working together to bring about changes.
- ✔ **Align objectives with interventions.** Objectives provide direction for what we expect our programmes to achieve and should inform the selection of communication messages and activities. However, the systematic review revealed that many programmes do not do the latter. Many programme objectives focus on reducing VAC, which is not wrong, but then these same programmes are using positive communication messages to achieve their objectives. This focus on the negative at one end and the use of positive wording at the other end creates a sense of dissonance. Laying out a more explicit rationale for how the positive messaging leads to a reduction in the negative behaviour would help us measure the contribution of C4D in the overall programme results framework (see Figure 22).

Figure 22: Linking C4D approaches, communication objectives, and programme objectives



**PLANNING ACHIEVEMENTS**

The two deliverables that should be completed in the Plan phase are a C4D strategy and an M&E plan. The key elements of a C4D strategy are shown in Figure 23 below, and the items listed there serve as a valuable checklist that can enable ensuring our C4D strategy is robust.

Figure 23: The main elements of a C4D strategy

<b>SITUATION ANALYSIS</b>	<ul style="list-style-type: none"> <li>✔ Provide the background and the context, including the issues that need to be addressed, the immediate and underlying causes and what the intervention aims to achieve.</li> <li>✔ Allow planners to understand the context and build on evidence based on the prevalence, existing socio-cultural milieu and media landscape</li> </ul>
<b>BARRIERS AND MOTIVATORS</b>	<ul style="list-style-type: none"> <li>✔ Include social, cultural, economic, geographical and political factors that either prevent or predispose individuals and families from practising certain behaviours or accessing certain services</li> </ul>
<b>COMMUNICATION GOALS AND OBJECTIVES</b>	<ul style="list-style-type: none"> <li>✔ Define what the strategy aims to achieve and with whom (i.e. participant groups).</li> <li>✔ Closely align it to the programme or policy goal and carve out the role of communication in achieving the desired change</li> </ul>
<b>AUDIENCE SEGMENTATION</b>	<ul style="list-style-type: none"> <li>✔ Categorize the participants into sub groups depending on who needs to do what to achieve the communication goals and objectives.</li> <li>✔ <b>Primary participants</b> are those most affected or whose behaviours and norms need to be changed. <b>Secondary participants</b> are those who directly influence the primary participants and support or impede the desired behaviour change. <b>Tertiary participants</b> are part of the enabling or constraining environment and indirectly influence the primary participants.</li> <li>✔ Identify the different communication approaches, channels and messages for each group</li> </ul>
<b>COMMUNICATION APPROACHES</b>	<ul style="list-style-type: none"> <li>✔ Target different participant groups in order to achieve individual, interpersonal, community, organizational and policy level changes.</li> <li>✔ Use a mix of key approaches including behaviour change communication, community-led social change, social mobilization and advocacy</li> </ul>
<b>COMMUNICATION ACTIVITIES</b>	<ul style="list-style-type: none"> <li>✔ Specify the specific actions that will be carried out as part of the intervention (e.g. material production, capacity building, outreach and counselling, or community engagement).</li> <li>✔ Use a mix of available and preferred media, group, and interpersonal channels to achieve communication objectives and mutually reinforce messages across channels to create higher impact.</li> <li>✔ Discuss reach, cost, type of message and level of dialogue – some of the factors that determine the type of communication activity</li> </ul>
<b>MONITORING AND EVALUATION FRAMEWORK</b>	<ul style="list-style-type: none"> <li>✔ Ensure that the goals, objectives and indicators are measurable and that the changes resulting from the strategy can be tracked over time.</li> <li>✔ Process monitoring measures the extent to which programmes are implemented according to plan (outputs) and are generating the short- and medium-term results.</li> <li>✔ Impact assessment allows for individual and social changes to be tracked and linked back to programme modalities, which in turn allows for the measurement of programme effectiveness</li> </ul>
<b>IMPLEMENTATION PLAN</b>	<ul style="list-style-type: none"> <li>✔ Lays out how the strategy will be rolled out and should provide details on the steps or sub-activities required for each activity as well as the budget, timeline and responsibilities. It is also important to specify the management and coordination mechanisms and partnerships required</li> </ul>



An M&E Plan should accompany the C4D strategy, to ensure that the C4D interventions are designed, implemented, and evaluated through a theory-driven and evidence-based lens. The key components of an M&E Plan are given below (see Figure 24).

Figure 24: M&E plan template

<b>BACKGROUND</b>	<b>METHODS</b>
<ul style="list-style-type: none"> <li>✔ Summarizes the C4D strategy, specifically the overall vision, goals, communication objectives and participant groups</li> </ul>	<ul style="list-style-type: none"> <li>✔ Describe the quantitative, qualitative, mixed and participatory methods required to implement the study design</li> </ul>
<b>MEASURABLE OBJECTIVES</b>	<b>SAMPLING</b>
<ul style="list-style-type: none"> <li>✔ Apply SMART and SPICED criteria to convert the communication objectives into measurable objectives</li> </ul>	<ul style="list-style-type: none"> <li>✔ Calculate sampling frame and size based on participant groups</li> </ul>
<b>INDICATORS</b>	<b>DATA MANAGEMENT</b>
<ul style="list-style-type: none"> <li>✔ For each measurable objective, create the relevant indicators, both quantitative (numerator and denominator) and qualitative</li> </ul>	<ul style="list-style-type: none"> <li>✔ Determine how the data will be cleaned, stored and analysed</li> </ul>
<b>MEANS OF VERIFICATION</b>	<b>KNOWLEDGE MANAGEMENT PLAN</b>
<ul style="list-style-type: none"> <li>✔ Outline where data for the indicators will be collected from and how often</li> </ul>	<ul style="list-style-type: none"> <li>✔ Devise the modalities for sharing the data with a wide audience</li> </ul>
<b>VALIDATION AND QUALITY CONTROL</b>	<b>TIMELINE</b>
<ul style="list-style-type: none"> <li>✔ Explain how data quality will be validated and quality control mechanisms required</li> </ul>	<ul style="list-style-type: none"> <li>✔ Specify when and how often data will be collected, cleaned, stored, analysed and disseminated</li> </ul>
<b>STUDY DESIGN</b>	
<ul style="list-style-type: none"> <li>✔ Develop the overall monitoring and evaluation study design required to determine reach, exposure, recall, outputs, and short-, medium- and long-term outcomes, to measure both attribution and contribution</li> </ul>	



## Programmes targeting VAC in and around schools

### PLAN CHECKLIST

- ✔ Children and adolescent advisory board(s) formed
  - Meeting schedule created and distributed
  - Duties clearly outlined and communicated
  - Plan in place for how to engage advisory board(s) through all three phases
- ✔ Adult advisory board(s) formed
  - Meeting schedule created and distributed
  - Duties clearly outlined and communicated
  - Plan in place for how to engage advisory board(s) through all three phases
- ✔ Situation assessment conducted including:
  - Socio-demographics of school community, particularly meaningful differences
  - The types of VAC that are occurring in and around the school
  - Prevalence of the different types of VAC in and around the school
  - Student-to-staff ratio
  - Community context around the school
  - Existing policies regarding VAC (both within the school and at the local and national levels, as relevant to the program)
  - School resources
  - Pre-existing social networks within the school
- ✔ Data from situation assessment used to identify key differences in the population in and around schools
- ✔ Data from situation assessment used to identify resources and networks in and around schools to be leveraged during programme implementation and evaluation
  - Included these in the theory of change “inputs”
- ✔ Social and behaviour change theories with social norms and social development components selected
- ✔ Both social norms and social development activities incorporated into the theory of change
- ✔ Different programme activities developed for unique groups in the overall population in and around schools
- ✔ SMART/SPICED short, medium, and long-term indicators designed for the key VAC in and around schools constructs:
  - Knowledge
  - Attitudes
  - Self-efficacy
  - Behaviour
  - Social norms
- ✔ Selection of previously validated tools to measure VAC in and around schools
- ✔ Tools designed to measure constructs not covered by the selected previously validated tools
  - Created tools pretested with populations in and around schools
- ✔ Baseline data for VAC in and around schools collected and analysed
  - Denominators for analysis defined
- ✔ Baseline findings for VAC in and around schools discussed with advisory board(s) and intended beneficiaries
  - Recommendations from advisory board(s) and intended beneficiaries regarding programme design and delivery gathered and applied
  - Findings from baseline data used to clarify which groups identified in the situation analysis need unique programmatic activities, approaches, and channels designed specifically for them



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### 3. Design and deliver

In this section we look at the key programmatic decisions we have to make, such as how we select participants, and how we choose our C4D approach, communication channels and key messages. We also discuss key programmatic processes such as material development, pretesting, process monitoring, redesign and adaption, all of which are linked to programme design and delivery.

The examples of VAC interventions showcased here draw on a range of mediated and interpersonal communication channels and demonstrate what multi-layered initiatives look like. By examining these examples, we see good practices, innovative models, and evidence of approaches and activities that have resulted in positive changes.

#### ***PARTICIPANTS***

It is important to identify the participants and audience groups *before* deciding on approaches and activities. This selection should be based on the situation assessment discussed earlier. The mode of communication we will use is determined in large part by **who we are trying to reach and what channels are best suited to them**. We have already discussed the need to address VAC holistically across the social system. The groups we want to reach are situated across all levels of influence in the social ecological model (SEM) framework discussed earlier (individual, family, community, institutional and policy/systems); these groups typically are:

- ✔ Children;
- ✔ Parents and caregivers;

- ✔ Local influentials, such as teachers, religious leaders and village chiefs;
- ✔ Local officials, media and national policy makers; and
- ✔ Frontline and community-based workers, such as health or social workers.

We may want to further disaggregate groups and target interventions to different-aged children, such as the very young, those of primary school age, and those of secondary school age. Likewise, we may want to focus on specific groups, such as the children who, due to disability, economic status, sexuality, religion or whatever, are thought to be most vulnerable to violence; or the adults who due to their position (teachers, parents, neighbours) are most likely to be perpetrators of violence; or the village elders who we may need to reach if we are to transform gender-related norms. In some cases, the focus may be on policy makers and service providers and less on community members.

The selection of participants is based on the specific context, goals and objectives of the intervention. For instance, a strategy to end corporal punishment in schools may focus solely on teachers, while a campaign to engage men and boys to end violence may address only males; but a strategy to end child marriage, or to tackle violent discipline, will need to address multiple stakeholders. It should be noted that, in the UNICEF systematic review of C4D interventions, it was found that few interventions segmented their audience groups or addressed multiple audience groups. Identifying and segmenting participants is an important step in C4D planning and must not be overlooked.

**Segmenting participants allows us to tailor our interventions;** that is to say, we can design specific activities for different groups, and develop relevant approaches and messages. Even when addressing the same topic, we need to reframe our messages or select our activities to suit our different audiences based on their age, interests, literacy levels, language preferences, schedules, access to and preferences in communication channels, and more.

Participants can be grouped into primary, secondary, or tertiary groups.

- ✔ **PRIMARY PARTICIPANTS** are those most directly affected by the problem and among whom the desired social and behaviour change efforts are focused.
- ✔ **SECONDARY PARTICIPANTS** are those who directly influence the primary group.
- ✔ **TERTIARY PARTICIPANTS** are those who contribute to an enabling environment for the desired social change. This group indirectly influences the desired social and behaviour change by shaping the policies, resources, and structures that enable or deter change.

VAC covers a range of complex and connected issues, but in most cases, children are not the perpetrators of violence and therefore not the primary group whose behaviours need to be changed. Yet the far-reaching manifestations and consequences of violence necessitate that children are part of the change and are able to gain skills and confidence to protect themselves through childhood, adolescence, and adulthood. **Engaging and empowering children is critical not just for prevention but also to break the inter-generational cycle of violence.**

Below is an example of the segmented participant groups identified for the *C4D strategy addressing VAC and family separation in Cambodia*:

- ✔ **PRIMARY PARTICIPANTS:** children, parents and caregivers;
- ✔ **SECONDARY PARTICIPANTS:** the key community-level duty-bearers such as teachers, religious leaders (Buddhist monks and Muslim and Christian preachers), village and community chiefs, and volunteers;
- ✔ **TERTIARY PARTICIPANTS:** service providers (health, education, legal and child protection), as well as lawmakers, judiciary and the media.

 **Programmes targeting VAC in and around schools**

When identifying participants for programmes targeting VAC in and around schools at various levels of influence, it is helpful to conceptualize the SEM in two ways looking both outside and inside schools:

1. **Society-wide:** consider schools at the institutional level within the larger social context. Here, the larger community will be mapped with the school at the institutional level. This way of using the SEM lets you identify how the school as a whole is influenced by, and influences, other levels in the broader societal system.
2. **In-school:** assess levels of influence *within* the school. Think of the school as it's very own SEM to identify the groups in each level. Doing so reveals the intricate levels of influence that

exist within the school itself, which can be independent or in congruence with those in the broader community.

Think of the policy level; in the wider community, policy targeting VAC may exist at a local and national level, but schools themselves often have policies regarding VAC. These policies may be in sync with those in the community or have important distinctions. By using the SEM to map schools as part of the larger community *and* as their own system, both levels of policy can be examined to identify social and cultural factors and constructs to address with programme approaches. From this, key populations at the policy level from the community and in the school can be selected.

Table 14 lists examples of the populations to consider from in-school and community-wide perspectives at different SEM levels from both perspectives.

**Table 14: Groups at various levels of the social ecological model in schools and community-wide**

POPULATIONS AT SEM LEVELS IN SCHOOLS AND COMMUNITIES					
	Individual	Family	Community	Institutional	Policy/Systems
In-School	Student	<ul style="list-style-type: none"> <li>✔ Students with siblings in school</li> <li>✔ Parent Teacher Associations</li> </ul>	<ul style="list-style-type: none"> <li>✔ Peers</li> <li>✔ Teachers</li> <li>✔ Principals</li> <li>✔ Teaching aides</li> <li>✔ Student club leaders</li> <li>✔ Student athletes</li> <li>✔ Coaches</li> <li>✔ Non-teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>✔ School boards</li> <li>✔ Teacher's coalitions</li> <li>✔ School health care systems</li> <li>✔ Athletics departments</li> <li>✔ Parent Teacher Associations</li> </ul>	<ul style="list-style-type: none"> <li>School policy makers</li> <li>Student governments</li> </ul>
Community-Wide	Adolescent	<ul style="list-style-type: none"> <li>✔ Mothers</li> <li>✔ Fathers</li> <li>✔ Siblings</li> <li>✔ Extended Family</li> </ul>	<ul style="list-style-type: none"> <li>✔ Peers</li> <li>✔ Religious leaders</li> <li>✔ Community leaders</li> </ul>	<ul style="list-style-type: none"> <li>✔ NGOs</li> <li>✔ Schools</li> <li>✔ Health care workers</li> <li>✔ Police and other law enforcement groups</li> </ul>	<ul style="list-style-type: none"> <li>National law makers</li> <li>Local law makers</li> <li>School district staff</li> <li>School administration staff</li> <li>Department of Education workers</li> </ul>



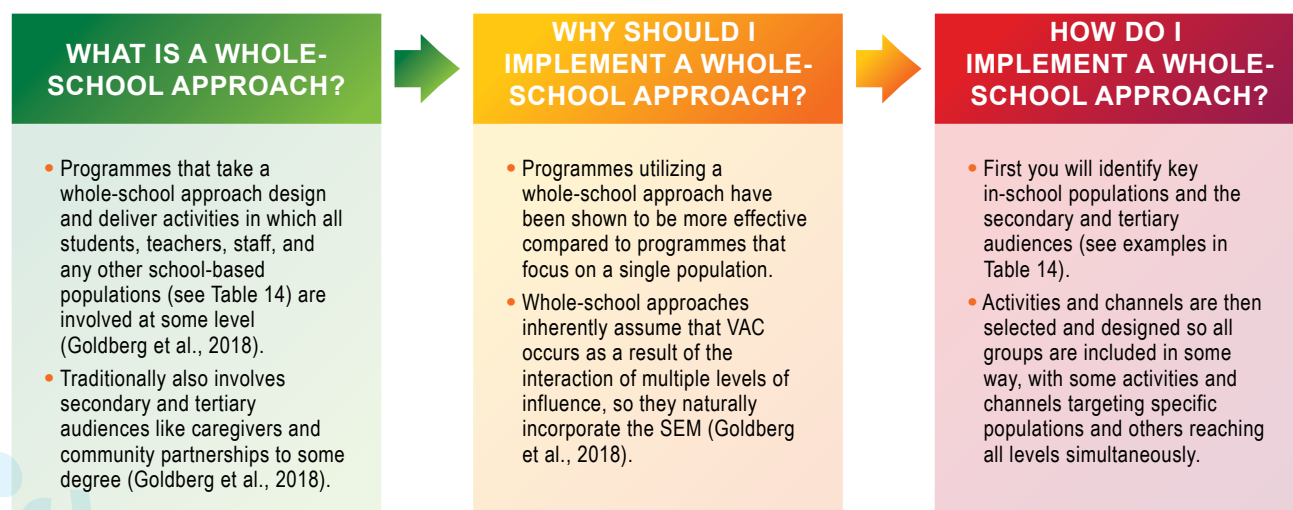
© UNICEF/JUN03/40026/FRANK DEJONGH

### WHOLE SCHOOL APPROACHES

A way to include multiple populations within the school is to utilize a whole-school approach. *Figure 25* describes what a whole school approach is, why it is an effective approach, and how it can be implemented.

While whole-school approaches involve all school-based populations in some capacity, it is best to also include targeted components for select sects of the population. Such targeted approaches allow for a greater level of control in exposure to and involvement with the programme as well as implementation of activities and messages designed for a particular group.

*Figure 25: Defining the whole-school approach*



**PROGRAMME SPOTLIGHT 6:**

## Combined whole-school and targeted approaches for programme delivery

The True Love Programme implemented in Mexico City, Mexico consisted of both a whole-school and a targeted approach specifically for 15-16-year-old students (Sosa-Rubi et al., 2017). True Love aimed to eliminate sexual violence among adolescents by fostering communication and conflict resolution skills and changing attitudes and behaviours around gender norms and violence. The whole-school component was aimed at fostering a healthier school climate by increasing knowledge and changing perceptions to favour avoidance of sexual violence. All teachers and school staff participated in a workshop focused on raising awareness and identifying actions to end violence. The other whole-school component, called ‘school-yard activities,’ were designed and implemented by select students and programme facilitators. Examples of some of the activities are distribution of flyers, hosting of forums to discuss sexual violence experiences, posting posters, and identifying areas where sexual violence is a risk in the school setting. As with all whole-school approaches, these activities accessed all students and staff in participating schools to some degree.

Meanwhile, a targeted curriculum was presented to 15-16-year-old students in the classroom. *Figure 26* presents the topics of the four modules that made up the curriculum. Each module included a variety of activities (analysis of videos, role playing, and

cooperative games, among others) to cover the topics along with discussion.

The short-term evaluation of True Love showed that (Sosa-Rubi et al., 2017):

- Males exposed to both the school-wide and targeted components had significant reductions in experiencing psychological and physical intimate partner violence, as well as significant reductions in perpetration of psychological violence from baseline to endline.
- Males exposed to only the whole-school component had significant reductions in experience of physical violence from baseline to endline.
- Concerning attitudes and beliefs, males and females had significant differences in reduced acceptance and justification of violence, reduced sexist attitudes, increased knowledge of institutions which provide support, and increased participation in activities to prevent dating violence for both the whole-school only targeted and whole-school programme groups.

Thus, both components were effective in changing attitudes and behaviours, with males exposed to both having slightly better outcomes (Sosa-Rubi et al., 2017).

**Figure 26:** True Love programme modules

MODULE 1	MODULE 2	MODULE 3	MODULE 4
<ul style="list-style-type: none"> <li>• Social construction of gender identities</li> <li>• Gender role and stereotype misconceptions</li> <li>• Egalitarian relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and perceptions around sexual violence and its consequences</li> </ul>	<ul style="list-style-type: none"> <li>• Sexual rights</li> <li>• The right to privacy</li> </ul>	<ul style="list-style-type: none"> <li>• Skills to cope with sexual violence</li> <li>• How to live with respect for oneself and others</li> <li>• The school as a resource against sexual violence</li> </ul>

### INVOLVING SECONDARY AND TERTIARY AUDIENCES

Schools do not exist in a vacuum, and factors outside of the school affect VAC just as factors in schools do. Successful programmes include activities that involve secondary and tertiary audiences from the community. Examples of activities to involve secondary and tertiary audiences are provided in *Table 15*.

### SEGMENTING

Once you have selected your intended audiences at different levels of the SEM both in-school and in the wider community, these audiences must be segmented as discussed above. An important part of segmenting audiences for programmes targeting VAC in and around schools is identifying and including special and/or hidden populations which have unique needs. For example, sexual violence programmes

**Table 15: Activities for secondary and tertiary audiences**

LEVEL OF INFLUENCE	EXAMPLE ACTIVITIES
Family	<ul style="list-style-type: none"> <li>✔ Meetings with caregivers</li> <li>✔ Capacity building and skills-training workshops</li> <li>✔ Local media like sending home pamphlets, workbooks, or providing online resources</li> </ul>
Community	<ul style="list-style-type: none"> <li>✔ Meetings with key influencers</li> <li>✔ Capacity building and skills-training workshops with key influencers, law enforcement officers, health care workers, and other groups involved with VAC</li> <li>✔ Local media like community theatre, billboards, and posters</li> <li>✔ Mass media like radio shows, public serve announcements (PSAs), text messaging, social media posts, and so on</li> </ul>
Institutional	<ul style="list-style-type: none"> <li>✔ Forming organizational partnerships</li> <li>✔ Providing resources for primary audiences which engage institutional-level groups; for example, including a reporting mechanism that connects victims of sexual violence with law enforcement (to file charges/make a formal report), health care services, and other key resources</li> <li>✔ Involving representatives of institutions in capacity building and skills-training workshops or other programme components</li> </ul>
Policy/Systems	<ul style="list-style-type: none"> <li>✔ Social mobilization</li> <li>✔ Activism</li> <li>✔ Policy development and proposals</li> <li>✔ Advocacy</li> <li>✔ Lobbying</li> <li>✔ Partnerships with political groups like Departments or Ministries of Education</li> </ul>

most often position men and boys as perpetrators and women and girls as victims, but this is not always the case. Programmes targeting sexual violence should include information and activities for men and boys who can also be victimised by both women and girls and other men and boys. Entire interventions can be aimed at these special and hidden populations as the primary audience. If this is not the case, even when these special and hidden populations are a small proportion of the intended audience, it is important to consider their needs and how these can be best accommodated to increase programme effectiveness overall. Some special and hidden populations to consider when conducting the situation assessment and ultimately selecting participants to design and deliver the programme for are:<sup>25</sup>

- ✔ Ethnic minorities;
- ✔ Those with disabilities;
- ✔ Sexual minorities;
- ✔ Those who are primarily fluent in a different language;

- ✔ Those living below the poverty line;
- ✔ Religious minorities;
- ✔ Refugees;
- ✔ Those experiencing homelessness;
- ✔ Indigenous groups;
- ✔ Past perpetrators of violence;
- ✔ Those who have been in the criminal justice system;
- ✔ Migrants;
- ✔ Children in the foster care system; and
- ✔ Other at-risk populations.

Table 16 provides some examples of programmes aimed at special and hidden populations including what types of VAC in and around schools they were targeting, what they did, and the effectiveness of these efforts.

<sup>25</sup> This is not an exhaustive list because other at-risk populations should be identified via the situation assessment. You may identify other risk factors of importance which are not listed here. These can be used to segment the population and tailor the activities.



**Table 16:** Programmes with components designed for special and hidden populations to address VAC in and around Schools

TYPE OF VAC	PROGRAMME	SPECIAL/HIDDEN POPULATION	PROGRAMME DESCRIPTION	EFFECTIVENESS
Bullying	Out-in-Schools (Burk, Park, & Saewyc, 2018)	LGBTQ+ individuals	<p>Films are shown to groups of students, classrooms, and/or entire student bodies followed by a group discussion facilitated by 1 to 3 trained adults who identify as LGBTQ+. The content of films is focused around issues of gender, sexuality, discrimination, bullying, and inclusivity.</p> <p>Another component was the creation of PSAs focused on homophobia and bullying through the collaboration of filmmakers and students. These PSAs were then shared as part of the Out-in-Schools film screenings.</p>	Gay, bisexual, and lesbian students in schools that had at least one Out-in-Schools presentation reported significantly less verbal bullying, instances of discrimination against them, and connectedness with teachers compared to gay, bisexual, and lesbian students in schools without Out-in-Schools events. These effects were cumulative, meaning they increased with each subsequent Out-in-Schools presentation.
Bullying and Cyberbullying	Tutoría Entre Iguales (TEI) (Ferrer-Cascales et al., 2019)	At-risk youth	TEI involved training selected students to act as peer mentors by tutoring students. Teachers paired peer mentors with the highest levels of interpersonal skills with the most at-risk students. The level of risk of students was determined by teachers based upon vulnerability and risk of harassment. Once paired, the mentor and tutee meet regularly for tutoring sessions as well as skill-building sessions focused on emotional self-knowledge, emotional regulation, social competencies, and the positive use of information communication technologies. As part of the skills-building component, the tutor and tutee create murals or graphic posters which were then displayed throughout the school.	Students in the TEI programme had significant decreases in bullying behaviour, fighting, peer victimization (bullying), cyberbullying, and cyber victimization between baseline and endline and compared to students who were not in the TEI programme. School climate increased significantly in a positive direction among TEI students compared to baseline rates and rates among non-TEI schools.
Sexual Violence	Fourth R (Crooks et al., 2008)	Aboriginal students and students in Alternative Education settings	<p>The core of the Fourth R is a 21-session curriculum consisting of three units: violence, substance use, and risky sexual behaviour. Each unit includes a decision-making and skill building component supplemented with role playing. The curriculum is led by trained teachers. Aside from the curriculum, participating schools host Youth Safe Schools committees led by students to engage the whole school, parents, and the community in a variety of activities including developing media campaigns and an annual violence prevention leadership awards night, among others.</p> <p>The core programme was adapted to special and hidden populations, specifically aboriginal students and for students in alternative education settings. For example, the Aboriginal Perspective version is built upon a cultural identity framework that includes greater involvement of elders and a peer mentorship component led by First Nations Counsellors.</p>	Students who participated in Fourth R had higher knowledge levels and more positive attitudes towards eliminating sexual violence. The Fourth R students were more likely to exhibit positive relational skills like negotiation and avoidance of coercion. When controlling for all factors, Fourth R participants were significantly less likely to engage in violent behaviour as compared to their non-Fourth R counterparts.

## C4D APPROACHES

C4D uses a combination of complementary and mutually reinforcing approaches to promote social and behaviour change among the targeted participant groups (UNICEF, 2008b). These approaches include **advocacy, social mobilization, social change communication and behaviour change communication** (see Figure 27). Each approach typically operates at different levels of the SEM and focuses on specific participant groups. The Soul City approach discussed previously illustrates how C4D interventions can integrate various approaches to foster change at all levels of the SEM (*more info in Appendix C*). Table 17 summarizes the four C4D approaches, their key features, and the participant groups they are best suited to reach (UNICEF, 2015a).

It is important to remember that these are broad categorizations, and that there will often be some overlap between approaches. For instance, when social mobilization involves communities and creates an enabling environment to generate dialogue, gain skills, organize and take actions to change norms, we can think of it either as community mobilization or as a part of social change communication. Rather

Figure 27: C4D approaches



than getting lost in definitions, it is better to use these approaches together in an integrated manner.

Over the next few pages, we explain and review each approach (UNICEF, 2008a and 2015a), illustrating them with practical examples.



Advocacy is an organized effort to inform and motivate leadership to **create an enabling environment** for achieving programme objectives and development goals. The purpose of advocacy is 1) to promote the development of new policies, change existing governmental or organizational

Table 17: Overview of C4D approaches, key features and participant groups

OVERVIEW OF C4D APPROACHES, KEY FEATURES AND PARTICIPANT GROUPS		
C4D approach	Key features	Participant groups
Advocacy	<ul style="list-style-type: none"> <li>✔ Focuses on the policy environment and seeks to develop or change laws, policies and administrative practices</li> <li>✔ Works through coalition-building, community mobilization and communication of evidence-based justifications for programmes</li> </ul>	<ul style="list-style-type: none"> <li>✔ Policymakers and decision-makers</li> <li>✔ Programme planners</li> <li>✔ Programme implementers</li> <li>✔ Community leaders</li> </ul>
Social mobilization	<ul style="list-style-type: none"> <li>✔ Focuses on uniting partners at the national and community levels for a common purpose</li> <li>✔ Emphasizes collective efficacy and empowerment to create an enabling environment</li> <li>✔ Works through dialogue, coalition-building and group/organizational activities</li> </ul>	<ul style="list-style-type: none"> <li>✔ National and community leaders</li> <li>✔ Community groups/ organizations</li> <li>✔ Public and private partners</li> </ul>
Social change communication	<ul style="list-style-type: none"> <li>✔ Focuses on enabling groups of individuals to engage in a participatory process to define their needs, demand their rights and collaborate to transform their social system</li> <li>✔ Emphasizes public and private dialogue to change behaviour on a large scale, including norms and structural inequalities</li> <li>✔ Works through interpersonal communication, community dialogue, mass media and digital social media</li> </ul>	<ul style="list-style-type: none"> <li>✔ Groups of individuals in communities</li> </ul>
Behaviour change communication	<ul style="list-style-type: none"> <li>✔ Focuses on individual knowledge, attitudes, motivations, self-efficacy, skills building and behaviour change</li> <li>✔ Works through interpersonal communication, mass media and digital social media</li> </ul>	<ul style="list-style-type: none"> <li>✔ Individuals</li> <li>✔ Families/households</li> <li>✔ Small groups (e.g. mothers' support group)</li> </ul>

laws, policies or rules, and/or ensure the adequate implementation of existing policies; 2) to redefine public perceptions, social norms, and procedures; 3) to support protocols that benefit specific populations affected by existing legislation, norms and procedures; and/or 4) to influence funding decisions and equitable allocation of resources for specific initiatives. Community-level advocacy provides a platform for the voices of children and women to be heard, especially those from marginalized and excluded groups.<sup>26</sup>

The UNiTE Campaign to End Violence Against Women is an example of a high-level advocacy effort. Launched in 2008 by the former United Nations Secretary-General Ban Ki-moon, the campaign called upon all governments, civil society, women's organizations, men, young people, the private sector, the media and the entire UN system to join forces in addressing violence against women and girls and to realize the shared vision of a world free of violence. Through a range of advocacy efforts, the campaign sought to promote the adoption and enforcement of national laws and policies on violence, support the development, implementation and resourcing of multi-sectoral national action plans on violence prevention, and establish national and local campaigns across the world. The campaign actively engaged men, young people, celebrities, artists, sports personalities and the private sector to highlight the issue of violence and break the silence surrounding violence against women and girls.<sup>27</sup>

### SOCIAL MOBILIZATION

Social mobilization is a continuous process that **engages and motivates various inter-sectoral partners** at national and local levels to raise awareness of and demand for a particular development objective. These partners may include government policymakers and decision-makers, community opinion leaders, bureaucrats and technocrats, professional groups, religious associations, non-governmental organizations, private sector entities, communities and individuals. This communication approach focuses on people

and communities as agents of their own change, emphasizes community empowerment, and creates an enabling environment for change and helps build the capacity of the groups in the process, so that they are able to mobilize resources and plan, implement, and monitor activities with the community. Engagement is usually through interpersonal communication (i.e. face-to-face dialogue) among partners towards changing social norms and accountability structures; providing sustainable multifaceted solutions to broad social problems; and creating demand and utilization of quality services.

Mobilizing partners to facilitate changes in behaviours is a critical part of C4D efforts, and different issues require the engagement of different partners. Given the deep-seated cultural norms associated with several aspects of VAC, opinion leaders such as faith-based and traditional leaders need to be mobilized. There are several instances where religious leaders have been engaged to promote child protection, including ending child marriage and violent discipline. For instance, since 2008 UNICEF Cambodia and others have supported the Buddhist Leadership Initiative and the Ministry of Cults and Religions to expand the role of Buddhist monks to promote children's rights, and to support orphans, children affected by HIV/AIDS, and other vulnerable children and their families. The next phase of the cooperation will involve religious leaders as advocates to raise the voices of children and challenge social norms that allow VAC to continue.

The Ministry of Cults and Religions has played an important part in coordinating religious leaders and promoting their role in protecting children from violence, abuse and unnecessary family separation (Chan, 2016). Buddhist Monks have been trained on key child protection concepts, linking these issues with Buddhist beliefs and teachings. Child protection issues are contextualized to suit local needs and beliefs and are included in the curriculum for novice monks, enabling faith leaders to engage with followers and to promote these concepts in their sermons and interactions with community members.

<sup>26</sup> This and the subsequent introductory paragraphs that define C4D approaches are drawn from the UNICEF MNCHN C4D Guide on Advocacy, at [www.unicef.org/cbsc/files/MNCHN\\_C4D\\_Guide-Module-1.docx](http://www.unicef.org/cbsc/files/MNCHN_C4D_Guide-Module-1.docx)

<sup>27</sup> Additional information on the campaign and country specific actions can be found at: <http://endviolence.un.org>

Similarly, in South Asia, UNICEF recently launched the first ever South Asia Religious Leaders' Platform for Children. The initiative brings together over 30 religious leaders and representatives across South Asia to support child rights, including survival, health and the ending of child marriage. Such a platform provides a space for dialogue, the sharing of knowledge and best practices, and engaging the commitment of faith-based leaders to use their influence to protect the rights of children.<sup>28</sup>

### SOCIAL CHANGE COMMUNICATION

Social change communication is a *purposeful and iterative process of public and private dialogue, debate and negotiation* that allows groups of individuals or communities to define their needs, identify their rights, and collaborate to transform the way their social system is organized, including the way power is distributed within social and political institutions. This process is usually participatory and is meant to change behaviours on a large scale, eliminate harmful social and cultural practices, and change social norms and structural inequalities.

Tostan, an NGO in Senegal, is rightly recognized for what it has achieved through social change communication; it runs a community-based education programme that addresses health, literacy and human rights such as FGM, violence, and child marriage. The Tostan model has been replicated and expanded in several countries in Africa, reaching more than 3 million members in over 8,000 communities across eight countries, all of whom have publicly denounced FGM and child marriage. Public declarations to abandon FGM are a central part of Tostan's model of success. Since 1997, Tostan has organized public declarations for groups of villages that have agreed to abandon FGM and to come together to renounce a traditional practice without fear of social stigma. The declaration itself is not considered a final goal, but constitutes an important step in the process of abandoning FGM. The declaration is seen as a joyful occasion and an alternative rite of passage that celebrates human dignity, rights, and the health of girls and women. *Text Box 3* presents some of the communicative elements of Tostan's approach.

### Text box 3: Key communicative elements from Tostan

**ADOPT-A-LEARNER** - Each participant in a Tostan class "adopts" a friend, neighbour or family member, and shares with him or her knowledge learned during the class.

**AWARENESS-RAISING EVENTS** - Community classes organize awareness-raising activities to inform the entire community about programme themes, such as protecting human rights or improving health practices in their village.

**INTER-VILLAGE EVENTS** - Events and discussions with neighbouring communities. These meetings provide an opportunity for community members to share their experiences and discuss solutions to common problems.

**PUBLIC DECLARATIONS** - When a group of communities decides to abandon harmful practices like FGM or child marriage.

**RADIO PROGRAMME** - Regular community and regional radio programmes reach broad audiences followed by discussion.

**SOCIAL MOBILIZATION** - Teams and Social Mobilization Agents (SMA) who receive training from Tostan staff, and play an important role in raising awareness as they visit neighbouring and intermarrying villages to facilitate discussions on human rights-focused themes

(Retrieved from [www.tostan.org](http://www.tostan.org)).

Evaluation findings highlight positive changes in knowledge, attitudes and prevalence of FGM. Specifically, there was a significant increase in the awareness of human rights, gender-based violence, FGM and reproductive health among both men and women in the intervention group as compared to the control group. Diffusion of information was also observed: some men and women in the intervention villages who did not attend the programme still reported an increase in knowledge, indicating that the information was being shared and discussed. Attitude changes were noted with a dramatic decrease in the approval of FGM and in their willingness to cut their daughters in the future, and an increase in regrets when their daughters have undergone cutting. In terms of actual practice, women exposed to the programme reported a decrease in the prevalence of FGM among daughters aged 0-10 years (Diop et al., 2004; Gillespie & Melching, 2010).

<sup>28</sup> Retrieved from [https://www.unicef.org/rosa/media\\_10396.html](https://www.unicef.org/rosa/media_10396.html)

## BEHAVIOUR CHANGE COMMUNICATION

Behaviour change communication is the **strategic use of communication** to promote positive health or development outcomes. It is a theory-based, research-based interactive process to develop tailored messages and approaches, using a variety of population-appropriate communication channels to motivate sustained individual- and community- level changes in knowledge, attitudes and behaviours. Formative research is used to understand current levels of knowledge, attitudes and behaviours among individuals in a population, in order to develop communication programmes that can move those individuals along a continuum of change (or through stages of change) towards the desired behaviour(s).

The work of Puntos de Encuentro, a non-government organization in Nicaragua exemplifies how social change communication can be integrated with behaviour change communication. The NGO promotes young people's human rights around issues of gender, sexuality, violence, substance abuse and HIV. They complement entertainment-education (which is conventionally based on behaviour change theory) with social change principles. They use aspirational stories to foster individual and collective empowerment. The stories and messages are not didactic or directive, but are designed to be thought-provoking and to encourage dialogue around typically sensitive or taboo topics.

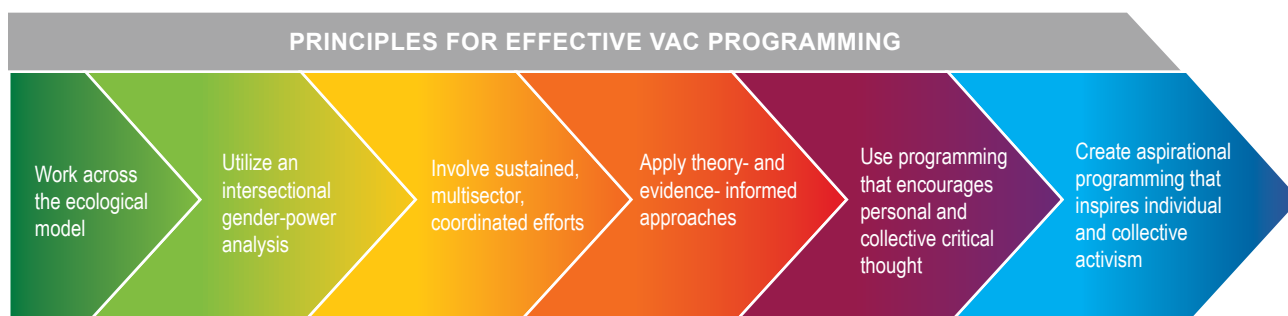
Since 2000, Puntos has spearheaded the project *Somos Diferentes, Somos Iguales* ('We are different, we are equal'), which uses a multi-pronged coordinated approach, tying together mass mediated entertainment-education programmes with local capacity building and community mobilization. The project includes several integrated activities designed to mutually reinforce each other. A central component of the project is a televised social soap series, *Sexto Sentido*, initially broadcast in Nicaragua but which has since been shown in Costa Rica, Guatemala, Honduras, Mexico and the United States of America. There is also a *Sexto Sentido Radio*, a nightly youth call-in radio show, further complemented by a feminist magazine and

a variety of print materials for use by local groups. Additionally, the stories are adapted into shorter videos for workshops in schools and community groups. The community-based activities include training workshops for young people involved in communications work, youth leadership camps, and coordination with local non-profits and health and social service providers, as well as journalists, media outlets and young communicators.

Puntos' approach draws heavily on Albert Bandura's social cognitive theory, which has influenced several entertainment-education interventions worldwide (see *Appendix C*). Indeed, social cognitive theory highlights the importance of observational learning and the influence of environmental and personal factors on human behaviour. Puntos' social change model emphasizes the importance of interpersonal communication, promoting dialogue across formal and informal support networks that encompass family, friends, sexual partners and community members. The stories are aspirational, encouraging both individual and collective efficacy and skills to change behaviours and take the actions needed to challenge and change the status quo. Assessments reveal that greater exposure to the programme has resulted in positive changes in knowledge and attitudes related to violence (Solorzano et al., 2008; and Michau et al., 2014).

For sensitive topics such as intimate partner violence, sexual assault, FGM or child marriage, awareness-raising campaigns that rely on one-off information or media efforts, billboards, radio programmes, posters, television advertisements are ineffective (Ellsberg et al., 2014). There is a clear case for the use of multi-layered, mutually reinforcing evidence-informed communication campaigns grounded in social and behaviour change theories that consider the complexity of violence, including the norms that perpetuate violence (Michau et al., 2014). *Figure 28* highlights the principles for effective violence prevention programmes presented by Michau and colleagues. While the authors focus on violence against women and girls, the same principles apply to violence against children and reiterate several of the recommendations from the *systematic review*.

**Figure 28: Principles for effective programming to address violence against children**



Based on global lessons learned, we can consider the following good practices when selecting C4D approaches and activities to address VAC:

- ✔ Engage with community influentials or the norm enforcers
- ✔ Ensure that even the most vulnerable can participate
- ✔ Draw on multiple channels of communication to reinforce the messages
- ✔ Organize events where private issues can be discussed publicly
- ✔ Create spaces for community members, including children, to discuss the issue and negotiate choices or solutions
- ✔ Recognize positive role models and make the new norm visible
- ✔ Facilitate community perspectives to be heard by policy makers.

**Programmes targeting VAC in and around schools**

The Help the Afghan Children programme included a mix of advocacy, social mobilisation, social change communication, and behaviour change communication approaches to eliminate violence. The following Snapshot describes the programme and how these different approaches were used.



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**PROGRAMME SPOTLIGHT 7:**

**MULTI-LAYERED PROGRAMME APPLYING DIFFERENT C4D APPROACHES**

## Help the Afghan Children’s Peace Education Programming

Help the Afghan Children aimed to promote equitable gender norms and prevent violence against women and children by promoting peace education (Corboz et al., 2019). The school-based portion of Help the Afghan Children was specifically aimed at eliminating peer-to-peer aggression (bullying, fighting, and harassment), the use of corporal punishment, and elimination of sexual and gender-based violence by empowering girls, changing gender norms, increasing knowledge, and teaching conflict resolution and

peace-building skills. Over the two years that Help the Afghan Children was implemented, it reached 3,500 students in 20 schools and numerous community members across the 10 areas where these schools were located. *Figure 29* describes each activity of Help the Afghan Children and which types of approaches they encompassed (Corboz et al., 2019).

More information on the Afghan Children’s Peace Education Programme is in Appendix H.

*Figure 29: Help the Afghan Children peace education programme components*

<b>PEACE EDUCATION</b>
<ul style="list-style-type: none"> <li>✔ <b>APPROACH:</b> behaviour change communication</li> <li>✔ <b>PARTICIPANTS:</b> teachers and students</li> <li>✔ <b>DESCRIPTION:</b> teachers were trained to facilitate the peace education curriculum to students. Topics covered conflict resolution, positive role modeling, tolerance, and respect.</li> </ul>
<b>CONFLICT RESOLUTION, PEACE BUILDING, AND WOMEN’S RIGHTS TRAINING</b>
<ul style="list-style-type: none"> <li>✔ <b>APPROACH:</b> social change communication</li> <li>✔ <b>PARTICIPANTS:</b> parents, community leaders, and religious leaders</li> <li>✔ <b>DESCRIPTION:</b> peacebuilding, conflict resolution, and advocacy training that covered topics like mediation, how Islam supports the rights of women and girls, and how including women in community affairs makes communities safer.</li> </ul>
<b>CAPACITY BUILDING</b>
<ul style="list-style-type: none"> <li>✔ <b>APPROACH:</b> social mobilization and social change communication</li> <li>✔ <b>PARTICIPANTS:</b> government officials and representatives of civil society organizations</li> <li>✔ <b>DESCRIPTION:</b> training focused on developing non-violent conflict resolution skills, mediation, conflict management strategies, and skills to meaningfully participate in civic affairs.</li> </ul>
<b>PEACE COMMITTEES</b>
<ul style="list-style-type: none"> <li>✔ <b>APPROACH:</b> advocacy, social mobilization, and social change communication</li> <li>✔ <b>PARTICIPANTS:</b> members from existing shuras (community development councils)</li> <li>✔ <b>DESCRIPTION:</b> received skills-training on advocacy, peace building, and conflict mediation. Had the responsibility to actually respond to conflicts that then arose in the community and use the conflict resolution skills to mediate and resolve them.</li> </ul>
<b>RADIO MESSAGING</b>
<ul style="list-style-type: none"> <li>✔ <b>APPROACH:</b> social and behaviour change communication</li> <li>✔ <b>PARTICIPANTS:</b> primary, secondary, and tertiary audiences</li> <li>✔ <b>DESCRIPTION:</b> there were two radio messaging activities implemented. The first was a weekly round table discussion that brought together key influentials like religious leaders, activists, and government officials to discuss topics around the rights of women and girls including violence. The second activity was a scripted radio drama that featured issues of violence against women and girls and the rights of girls and women.</li> </ul>

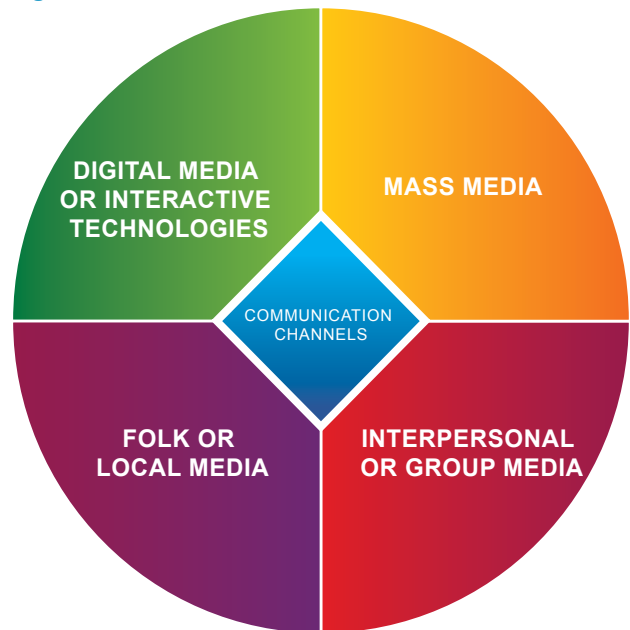
## COMMUNICATION CHANNELS AND PLATFORMS

Once we have segmented our participants (that is to say, as discussed earlier, we have grouped our participants to enable us to tailor our approaches and messages to them), the next step is to **identify which communication channels and platforms to use.**

Selection of communication channels is influenced by the country or the region's media landscape, as well as the media habits and preferences of our participants. Indeed, different participant groups may be reached by different channels; for example, digital or social media may be better suited to younger participants. The availability of resources will also determine which channels we use; for instance, television and film are more expensive than radio. To engage communities and generate dialogue we will need a range of communication platforms, such as health and social services and community-based networks. Mediated messages are often complemented with interpersonal or community-based platforms such as home visits by social workers, radio listener groups, children's clubs or participatory theatre. Data from the systematic review suggests that most interventions do not adequately select channels to meet the needs of diverse and segmented audiences. Successful communication interventions must use multiple communication channels, platforms and tools to reach different participant groups across the socio-ecological model, ranging from families, to communities, service providers and policy makers. Evidence suggests that messages are likely to have higher impact when they are reinforced through multiple channels and platforms (Wakefield, Loken, & Hornik, 2010). Remember, the magic is in the media mix.

Channels are classified as mass media (print, television, radio, film), interpersonal or group media (counselling and outreach, community sessions, peer-to-peer communication, public forums), folk or local media (participatory theatre, puppetry, songs, traditional performances), and digital media or interactive technologies (mobile phones, internet).

Figure 30: Communication channels



All channels can include participatory tools, such as community radio, talk shows, community-led TV programmes, participatory videos, phone or SMS interaction, or community-based discussion. *Figure 30* illustrates the different communication channels we may use in our strategy.

A range of communication channels may be available, and each will have its advantages and disadvantages (see *Table 18*). It should be remembered, however, that expectations will be high; in the current media-saturated environment, productions need to be high quality, comparable with anything else we might normally watch or listen to.

*Table 19* presents some commonly used activities to prevent and respond to violence across communication channels. Further details and examples of how some of these activities have been designed and implemented are provided in the section on good practices (see *Appendix C*). It is important to note that while activities are a critical part of communication for social change, it is **the combination of several coordinated, systematically planned, and sustained activities that result in measurable and meaningful change.** The integrated whole is greater than the sum of the parts.



**Table 18: Communication channels advantages and disadvantages**

COMMUNICATION CHANNELS ADVANTAGES AND DISADVANTAGES		
Communication channel	Importance and advantage	Disadvantage
Interpersonal or group media	<ul style="list-style-type: none"> <li>✔ Central for dialogue generation and triggering the change process</li> </ul>	<ul style="list-style-type: none"> <li>✔ May be time and resource intensive</li> <li>✔ Difficult to control accuracy of messages in word of mouth communication</li> </ul>
Folk or local media	<ul style="list-style-type: none"> <li>✔ Local, participatory, and allows for public dialogue</li> </ul>	<ul style="list-style-type: none"> <li>✔ Can be expensive</li> <li>✔ In some cultural contexts:                             <ul style="list-style-type: none"> <li>✔ Girls and women may not be allowed to participate</li> <li>✔ Public gatherings may not be encouraged</li> </ul> </li> </ul>
Digital media or interactive technologies	<ul style="list-style-type: none"> <li>✔ Can reach more people, and allows for rapid feedback</li> </ul>	<ul style="list-style-type: none"> <li>✔ Marginalized group and certain segments of the population may not have access to new media</li> </ul>
Mass media	<ul style="list-style-type: none"> <li>✔ High reach and credible</li> </ul>	<ul style="list-style-type: none"> <li>✔ Time-consuming and expensive</li> </ul>

**Table 19: Examples of communication activities and channels used for VAC prevention and response programmes**

EXAMPLES OF COMMUNICATION ACTIVITIES USED FOR VAC PREVENTION AND RESPONSE PROGRAMMES			
Mass media	Interpersonal or group communication	Folk or local media	Digital media or interactive technologies
<ul style="list-style-type: none"> <li>✔ TV/radio spots</li> <li>✔ Entertainment-education soap operas,</li> <li>✔ Talk or call in shows</li> <li>✔ Films</li> <li>✔ Animated series</li> <li>✔ Comics</li> <li>✔ Magazines</li> <li>✔ Story books</li> <li>✔ Newspaper articles or feature stories</li> </ul>	<ul style="list-style-type: none"> <li>✔ Outreach by health or social workers</li> <li>✔ Individual or group counselling</li> <li>✔ Community education sessions</li> <li>✔ Child or youth clubs</li> <li>✔ Peer mentoring</li> <li>✔ Village or faith-based meetings</li> <li>✔ Local support groups</li> <li>✔ Listeners' or viewers' groups</li> </ul>	<ul style="list-style-type: none"> <li>✔ Community theatre</li> <li>✔ Folk songs and dance</li> <li>✔ Wall paintings</li> <li>✔ Community broadcasts</li> <li>✔ Mobile cinema</li> <li>✔ Local contests</li> <li>✔ Messaging via loudspeakers</li> <li>✔ Traditional communicators</li> </ul>	<ul style="list-style-type: none"> <li>✔ SMS feedback, surveillance or reporting</li> <li>✔ Interactive information websites</li> <li>✔ Streaming of audio-visual content</li> <li>✔ Social media groups or apps</li> <li>✔ Online support and counselling</li> </ul>

 **Programmes targeting VAC in and around schools**

**CHANNELS**

The most effective programmes targeting VAC in and around schools include multiple channels to engage participants and communicate key messages. If possible, including at least one type of channel from the mass media, interpersonal and group communication, folk and local media, and digital media and interactive technologies categories presented in *Table 19* above is ideal. Participants in and around schools can spearhead activity delivery across channels, such as:

- ✔ Students create and perform a play about violent discipline for the community

- ✔ Peer leaders/mentors work together to direct a PSA about cyberbullying which is then aired on local TV channels
- ✔ Teachers host group counselling sessions with their classes about bullying and victimisation.

No matter the channel, programmes in and around schools that utilize more engaging and interactive materials and activities have been shown to be more effective and spark greater levels of change versus programmes that rely on didactic methods alone. Role playing, school plays, games, puppet shows, film, radio shows, posters, banners, video games, social media posts, songs, mobile phones, and comics have all been used in and around schools with success in the past.

**PROGRAMME SPOTLIGHT 8:**

**USING MULTIPLE CHANNELS AND C4D APPROACHES**

## UNICEF Egypt: Awladna Campaign

UNICEF, in coordination with National Council for Childhood and Motherhood (NCCM) for targeting positive parenting and bullying among children, implemented the Awladna (our children) National Communication Campaign to end VAC. Awladna specifically focuses on positive parenting and non-violence, bullying, and corporal punishment to achieve the objectives of increased awareness, defining violence against children (VAC), and providing alternatives to discipline children. Phase 1 focused on engaging parents and promoting positive parenting under the slogan #CalmNotHarm, phase 2 focused on engaging children, parents, and teachers to address violence among peers under the slogan #ImAgainstBullying, and phase 3, which is currently underway, tackles positive parenting under the phase 1 slogan #CalmNotHarm.

The Awladna campaign utilized a variety of C4D approaches integrating advocacy, social mobilization, and social and behaviour change communication to raise awareness and spark change. Multiple channels were used across phases to host a variety of interactive and engaging activities (see Figure 31A). Media activities were supported by an advocacy event and on-the-ground activities that took place in multiple school-related contexts such as sports clubs and libraries. The extensive use of multiple channels allowed Awladna to reach over 12 million people via broadcast media and 188 million people via social media.

More information on the Awladna campaign is in Appendix I.

**Figure 31A: The Awladna campaign programme phases**

PHASE 1
<ul style="list-style-type: none"> <li>✔ TV commercials</li> <li>✔ Radio broadcasts</li> <li>✔ Billboards and signs</li> <li>✔ SMS messages</li> <li>✔ Twitter, Facebook, and YouTube posts</li> </ul>
PHASE 2
<ul style="list-style-type: none"> <li>✔ A community-wide advocacy event</li> <li>✔ PSAs shown on TV</li> <li>✔ PSAs played on the radio</li> <li>✔ In-person activities in schools, sports clubs, supermarkets, and libraries</li> </ul>
PHASE 3
<ul style="list-style-type: none"> <li>✔ Digital media such a online video sessions</li> <li>✔ Radio broadcasts</li> <li>✔ WhatsApp messages</li> <li>✔ PSAs shown on TV</li> <li>✔ Radio Broadcasts</li> <li>✔ A partnership with a local retail company which produced branded materials displayed in a variety of in-person and media venues</li> <li>✔ Twitter, Facebook, and YouTube posts</li> </ul>

### CHOOSING THE SETTING

Programmes targeting VAC in and around schools must consider the settings in which the activities will be implemented. Some best practices and considerations are:

- ✔ Activities involving whole classrooms have been identified as a more effective setting for pre-teens (11-12 years) and adolescents (13 and above) while small group activities are more suitable for children (under 10 years of age) (Pacifci, Stoolmiller, & Nelson, 2001; Clinton-Sherrod et al., 2009).
- ✔ While classrooms have been found to be effective settings, implementation within classrooms can be limited by factors such as a shortage of time due to curricular demands. Programmes bound to classrooms can also unnecessarily stress teachers.
  - Electing contexts in addition to, or beyond, the classroom will avoid these pitfalls.
- ✔ Contexts outside the classroom can also increase engagement with the programme.
  - Some contexts to consider beyond the classroom are:

- » Youth clubs;
- » Sports teams in and outside of school;
- » Mass and local media;
- » Parent-teacher associations and other parent groups;
- » Summer camps;
- » Community theatre groups;
- » Youth organizations; and
- » Activist groups.

No matter what the context, ensure that it is a safe space where children and adolescents feel emotionally and physically secure. Use pretesting to verify that the settings you have selected are safe spaces.

Depending on resource constraints, including programming in out-of-school contexts may require the development of partnerships with community organizations or groups. However, other out-of-school activities can be created by the programme like the Parivartan programme did as described in *Programme Spotlight 9*.

### PROGRAMME SPOTLIGHT 9:

## Including Contexts Outside of Schools

The Parivartan programme was aimed at eliminating sexual violence among adolescent boys in Mumbai, India (Das et al., 2015). The slums where Parivartan was implemented did not have formal cricket teams available to boys aged 10-16, yet cricket was widely popular making cricket teams an ideal way to involve adolescent boys in sexual violence programming. Likewise, inclusion of VAC programming in a sports team context capitalizes on the intrinsic role that sports teams have on influencing knowledge, attitudes, and behaviours of players as well as the emphasis on solidarity, inclusion, and belonging that allow social norms to be fostered within teams (Das et al., 2015).

Coaches were identified and completed 120 hours of training on topics such as gender norms, how to teach the boys and influence their attitudes, and how to reduce harmful behaviours among team members (Das et al., 2015). Thereafter, each coach recruited 15 boys from their community to comprise their cricket team. The coaches taught cricket and integrated Parivartan messages and activities (such as role play and critical reflection) within their regu-

lar coaching sessions using 12 cards containing scripted lessons and discussion points along with media like posters and pamphlets. Parivartan also included a social marketing campaign with mobile van activism, radio messages, billboards, posters, and street theatre in the areas where the coaching programme took place. Social marketing messages focused on violence against women and girls, reducing sexual harassment, and being an active bystander (Das et al., 2015).

The evaluation of Parivartan found that boys exposed to the programme had improvements in positive bystander behaviour and reductions in violence perpetration (Das et al., 2015). Mentors cited several improvements in the boy's attitudes and behaviour, such as reductions in aggressive behaviour and less teasing and use of abusive language towards girls. Parents corroborated these changes in attitudes and behaviours. Mentors noted critical changes in their own attitudes and behaviours as well stemming from the training, which made them better role models for their athletes (Das et al., 2015).

## C4D DEVELOPMENT AND PRETESTING

This phase requires close collaboration with the intended audience members. The aim is to understand the preferences of audience members, to determine the best platforms and channels of communication, and gather story-lines or ideas for materials and messages that resonate with reality. Planners need to think through how an issue or action is perceived by participants, what may motivate them to act, and what factors may hinder community acceptance and engagement. Likewise, there needs to be close collaboration with the creative team that will be developing the messages, materials and platforms. Planners are responsible for developing a message brief that outlines what needs to be conveyed (i.e. the technical content), to whom (the audience) and how (the selection of platforms, channels and activities). Planners should also outline some of the key principles such as human rights, gender, disability and inclusion that will need to be considered in the creative design and message development.

The creative team is responsible for the actual design and the production of the material, based on the message brief. Media partners need to understand the technical content, while also being

Figure 31B: Key elements of a message brief

KEY ELEMENTS OF A MESSAGE BRIEF
<ul style="list-style-type: none"> <li>• The key issue your message addresses</li> <li>• The key promise your message delivers</li> <li>• Support statement or reason to believe the promise communicated in the message</li> <li>• The competition for the message</li> <li>• Ultimate and lasting impression the audience should feel after hearing or seeing the message</li> <li>• How your intended audience perceives someone who uses the product or service, or practices the behaviour being promoted</li> <li>• The key message points included across all programme communication modalities</li> </ul>

sensitized to ethical considerations. Caution must be exercised to protect the safety and identity of children (if using real stories or actors) and to avoid blaming or stigmatizing survivors and stereotypes based on gender, disability, ethnicity, or income.<sup>29</sup>

It is important that messages are tailored to whatever group or sub-group is to receive them. In the Cambodia PROTECT strategy, for example, the key messages about physical and emotional violence are very different depending on the target audience, as illustrated in *Table 20* below.



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<sup>29</sup> Figure 31b is adapted from the Message Brief by the Health Communication Capacity Collaborative (2013) available online at: <http://learning.healthcommcapacity.org/sbcc/tools/m3/MessageBrief.pdf>

**Table 20: Key messages for participant groups on physical and emotional violence**

KEY MESSAGES FOR PARTICIPANT GROUPS ON PHYSICAL AND EMOTIONAL VIOLENCE
<p><b>CHILDREN AGED 0-3 YEARS:</b></p> <ul style="list-style-type: none"> <li>✔ Tell your parents or a grown up close to you if someone hurts you.</li> </ul>
<p><b>CHILDREN AGED 4-6 AND 7-12:</b></p> <ul style="list-style-type: none"> <li>✔ If you feel scared, upset or are being hurt physically or emotionally, tell someone you trust.</li> <li>✔ Talk to someone close to you and whom you trust if someone you know is being hurt, either by words or by actions.</li> <li>✔ Schools should be a safe and fun learning space for you. Talk to a family member, teacher or friend if someone is hurting you, bullying you or treating you badly in school.</li> <li>✔ Every child, irrespective of gender, ability, ethnicity, age or background is precious and should be treated with love, respect and dignity.</li> </ul>
<p><b>CHILDREN AGED 13-18:</b></p> <ul style="list-style-type: none"> <li>✔ All children have a right to a life free of violence. Tell someone you trust or seek community support if you are being hurt physically or emotionally.</li> <li>✔ Stand up and say something if you see any child being hurt or humiliated.</li> <li>✔ When a conflict occurs in school stay calm, talk, explain and reason.</li> </ul>
<p><b>PARENTS AND CAREGIVERS (INCLUDES GRANDPARENTS, SIBLINGS AND EXTENDED FAMILY):</b></p> <ul style="list-style-type: none"> <li>✔ Hurtful actions and words can harm a child physically and emotionally.</li> <li>✔ Explaining the consequences of actions, listening, setting limits and modelling the correct behaviour are better ways to discipline children than using violence.</li> <li>✔ When children make mistakes, remind them that everyone makes mistakes. Explain what they did wrong, listen to them, guide them and model the correct behaviour.</li> <li>✔ Children need limits and boundaries. Tell them what they can do and what they cannot do, but also listen to them.</li> <li>✔ Children develop best when they experience boundaries and “discipline with love.”</li> <li>✔ Use positive words, praise and encourage a child when they do something good.</li> <li>✔ Find healthy ways to deal with anger and difficult emotions. You can try counting, breathing, meditating or some physical activity.</li> <li>✔ Children learn from what they see. Children who grow up witnessing domestic violence can have problems and are more likely to experience or perpetuate violence as adults.</li> <li>✔ Every child, irrespective of gender, ability, ethnicity, age or background is precious and should be treated with love, respect and dignity.</li> <li>✔ Schools should be a safe and fun learning space for your child. Talk to a school or local authority if your child is being hurt, bullied, left out or treated badly in school.</li> </ul>
<p><b>COMMUNITY MEMBERS (TEACHERS, LOCAL AUTHORITIES, RELIGIOUS LEADERS):</b></p> <ul style="list-style-type: none"> <li>✔ Teach children about kindness and empathy. Encourage them to be kind to each other, including children who may be different from them in terms of ability, gender, background or ethnicity; ask them to think how they would feel if they were in the other child’s position.</li> <li>✔ When children make mistakes, remind them that everyone makes mistakes, explain what they did wrong, listen to them, guide them and model the correct behaviour. Remember, children learn what they see.</li> <li>✔ Support the community to learn about and implement positive discipline practices.</li> <li>✔ Use positive words and encourage a child when they do something well or good.</li> <li>✔ Find healthy ways to deal with anger and difficult emotions. You can try counting, breathing, or meditating. Try to find solutions to the problems causing those emotions.</li> <li>✔ Listen to a child and talk to the parents or caregivers if you see physical or emotional violence against a child in your community and refer the child for appropriate services.</li> <li>✔ Stand up for any child who is being hurt or treated badly in your community.</li> <li>✔ Children see, children do. How you treat them is how they will treat others.</li> </ul>

Pretesting of communication materials is an important step in designing C4D interventions. **The purpose of pretesting is to measure the reaction of a small but representative sample of members of the intended audience to the concepts and messages of materials before final production.** This helps ensure that the

messages, illustrations, characters, tone, campaign images, colours and songs are understood by, and resonate with, the intended audience. It may take multiple rounds of pretesting to get to the final products, but this initial investment is well worth it. Examples of pretesting questions one might ask are given in *Table 21*.

Table 21: Examples of pretesting questions

EXAMPLES OF PRETESTING QUESTIONS	
<p><b>COMPREHENSION AND MEANING</b></p> <ul style="list-style-type: none"> <li>✔ What is the main idea it is trying to get across?</li> <li>✔ What will you get if you do that?</li> <li>✔ Is there anything about the ad that is confusing or hard to understand?</li> </ul> <p><b>ATTENTION-GETTING</b></p> <ul style="list-style-type: none"> <li>✔ What first caught your eye?</li> <li>✔ Once seeing this, did you want to continue watching or listening?</li> <li>✔ Do you recall seeing this ad?</li> </ul> <p><b>ATTRACTIVENESS</b></p> <ul style="list-style-type: none"> <li>✔ What did you find most interesting?</li> <li>✔ Is the announcer’s voice pleasing?</li> <li>✔ How can the ad be changed to make it more interesting?</li> </ul> <p><b>RELEVANCY</b></p> <ul style="list-style-type: none"> <li>✔ Who do you think this ad is speaking to?</li> <li>✔ What type of people should listen to or see this ad?</li> <li>✔ In what ways are the people in the ad similar to you or different from you?</li> </ul>	<p><b>BELIEVABILITY</b></p> <ul style="list-style-type: none"> <li>✔ What is the spot saying will happen if you take the recommended action?</li> <li>✔ How do you feel about what is being offered?</li> </ul> <p><b>CREDIBILITY</b></p> <ul style="list-style-type: none"> <li>✔ Who prepared this ad?</li> <li>✔ Who is the most suitable audience for this ad?</li> </ul> <p><b>ACCEPTABILITY</b></p> <ul style="list-style-type: none"> <li>✔ Is there anything about the ad you find offensive?</li> <li>✔ Is there anything about the ad you find annoying?</li> </ul> <p><b>PERSUASIVENESS</b></p> <ul style="list-style-type: none"> <li>✔ What does the ad make you want to do?</li> <li>✔ How likely are you to do that?</li> </ul> <p><b>USEFULNESS</b></p> <ul style="list-style-type: none"> <li>✔ What information did you already know?</li> <li>✔ What new information did you learn?</li> <li>✔ Where do you think the material should be run/played/displayed?</li> </ul>

In addition to pretesting messages, planners also need to pretest and pilot platforms and proposed activities. For instance, school-based clubs or community-based parenting sessions may need to be piloted to assess for acceptance, feasibility, effectiveness, attendance, understanding of content and interest, and engagement of participants, before they are scaled up. Likewise, new platforms or innovative formats, such as digital media or interactive data collection and tracking, will also need to be pretested.

 **Programmes targeting VAC in and around schools**

**PRETESTING TIPS**

- ✔ Ideally, involve the community advisory boards formed in the planning stage in the pretesting of

programme messages, platforms, channels, and activities.

- ✔ Use focus group discussions to present the materials and design for feedback.
- ✔ Researchers and community advisory boards can then work together to finalize all materials and activities.
- ✔ Involve peer leaders/mentors in the creation of materials, messages, and activities where possible.
- ✔ Peer leaders/mentors can also assist with the actual pretesting processes including facilitating interviews and focus group discussions, conducting data analysis, and helping to interpret findings.

In addition to the questions in *Table 21*, also ask the questions specific to VAC in and around schools listed in *Table 22*.

Table 22: VAC in and around schools pretesting questions

TOPIC	QUESTIONS
Appropriateness	<ul style="list-style-type: none"> <li>✔ What age group(s) are these materials/messages/activities appropriate for?</li> <li>✔ Are there other demographic factors to take into consideration regarding the appropriateness of these materials/messages/activities?</li> <li>✔ How would you change them to make them more appropriate for [insert group]</li> </ul>
Engagement	<ul style="list-style-type: none"> <li>✔ Do you think these materials/messages/activities are engaging enough for the intended audience?</li> <li>✔ How would you change these materials/messages/activities to make them more engaging?</li> </ul>
Settings	<ul style="list-style-type: none"> <li>✔ Where will this material/message/activity be most effective? Least effective?</li> <li>✔ Where would you implement this material/message/activity?</li> </ul>

**MESSAGE CONTENT AND TAILORING**

Message content will vary by age group but also by type of VAC with some overlaps. Aside from defining types of VAC in and around schools (so participants know how to recognize them) messages should be actionable so participants can *do something* towards

eliminating VAC. *Table 23* provides examples of messages by type of VAC in and around schools. Note that simple, clear messages are best for young children, while older children and adults can receive messages with more nuance and depth.

**Table 23: Recommended VAC in and around schools message topics**

TYPE OF VAC	AGE GROUP	MESSAGE TOPIC
Bullying/ Cyberbullying	Young children	<ul style="list-style-type: none"> <li>✔ If others treat you bad and hurt your feelings and/or hurt your body, it is called bullying/cyberbullying</li> <li>✔ Bullying/cyberbullying is wrong</li> <li>✔ Tell someone (teachers, school safeguarding focal point, health care workers, trusted adults, religious leaders, etc.) if you experience or see bullying/cyberbullying</li> </ul>
	Older children and adolescents	<ul style="list-style-type: none"> <li>✔ Define bullying/cyberbullying and how to recognize them</li> <li>✔ We all have the right not to be bullied; we all deserve respect and kindness</li> <li>✔ Make it clear how harmful bullying and cyberbullying can be to help participants empathize with victims</li> <li>✔ Be an active bystander: if you witness or hear about bullying/cyberbullying, say something (but do not put yourself in harm's way)</li> <li>✔ If you experience bullying/cyberbullying report the incident to a trusted adult, health care professional, or law enforcement officer</li> <li>✔ Resources they can use to report incidents and get help</li> </ul>
	Teachers and other adults	<ul style="list-style-type: none"> <li>✔ How to recognize bullying/cyberbullying</li> <li>✔ What to do if a young person comes to them concerning an incident of bullying/cyberbullying</li> <li>✔ How they can affect bullying/cyberbullying rates in and around schools</li> </ul>
Sexual Violence	Young children	<ul style="list-style-type: none"> <li>✔ Defining good touch – bad touch</li> <li>✔ Tell someone (teachers, school safeguarding focal point, health care workers, trusted adults, religious leaders, etc.) if someone touches you in a bad way</li> </ul>
	Older children and adolescents	<ul style="list-style-type: none"> <li>✔ Defining sexual assault, harassment, rape, etc. Emphasize that sexual violence can be both psychological and physical</li> <li>✔ Your body, your rights! Empowerment and the right to live free from sexual violence</li> <li>✔ Be an active bystander: if you see something say something (but do not put yourself in harm's way)</li> <li>✔ If something happens that makes you uncomfortable, tell a trusted adult, health care professional, or law enforcement officer</li> <li>✔ Resources they can use to report incidents and get help</li> </ul>
	Teachers and other adults	<ul style="list-style-type: none"> <li>✔ How to recognize signs of sexual violence victimization</li> <li>✔ Their role as a mandatory reporter</li> <li>✔ What to do if a young person comes to them concerning an incident of sexual violence</li> </ul>
Violent Discipline	Young children	<ul style="list-style-type: none"> <li>✔ Adults hurting your body or heart as punishment is wrong</li> <li>✔ Tell someone (teachers, school safeguarding focal point, health care workers, trusted adults, religious leaders, etc.) if an adult uses violence (physical or emotional) to punish you</li> </ul>
	Older children and adolescents	<ul style="list-style-type: none"> <li>✔ Defining violent discipline, including how it can take physical and psychological forms</li> <li>✔ You have the right not to be physically punished as discipline</li> <li>✔ If someone uses physical punishment as discipline contact report the incident and get help</li> <li>✔ How to talk to their caregivers or other adults in their lives who use violent discipline</li> </ul>
	Teachers and other adults	<ul style="list-style-type: none"> <li>✔ How violent discipline practices have negative physical and psychological health ramifications for youth</li> <li>✔ Positive discipline practices to adopt in lieu of violent discipline</li> <li>✔ Be an ally for young people! If they come to you about violent discipline or if you witness violent discipline, what to do to help</li> </ul>

Figure 32 below presents two key messages used in programmes targeting sexual violence with different age groups. You can see that the “say no, run, and tell” (Weatherley et al., 2012) message is conceptually simpler and contains straight forward calls to action: say no to the perpetrator, run away, and tell a trusted adult.

Comparably, “Be a man! Change the rules!” (Namy et al., 2015) encompasses more abstract issues behind sexual violence of toxic masculinity and the need to alter gender norms in order to eliminate violence. Participants are challenged to go beyond not psychologically and physically harming their sexual partners but to actually change the structures that support sexual violence in the first place.

Figure 32: Sample key messages



These messages exemplify how key messages/slogans need to be appropriate for the age group and give participants something to do in the form of a call to action.

**PROGRAMME SPOTLIGHT 10:**

**TAILORING ACTIONABLE MESSAGES TO PROGRAMME AUDIENCES**

**ConRed**

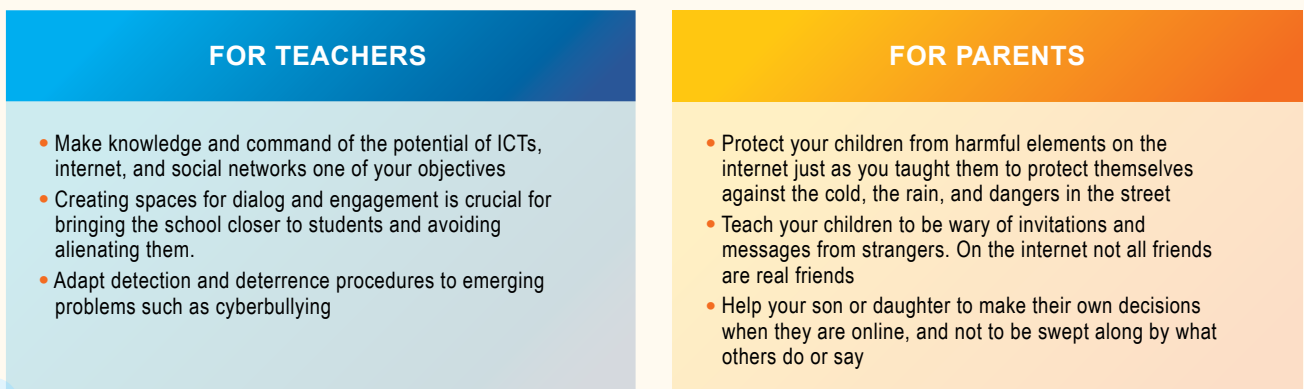
The ConRed programme (Programa Conocer, Construir y Convivir en la Red, or the Knowing, Building, and Living Together on the Internet Programme) is a cyberbullying prevention and elimination programme implemented in Spain (Ortega-Ruiz, Del Rey & Casas, 2012). ConRed is based on social norms theory and includes evidence-based practices from past effective anti-bullying programmes. The primary audience was students, who received a 3-unit curriculum delivered in classrooms of participating secondary schools over the course of 3 months. Topics focused on the importance of safe ICT use, improving ICT use skills, and how to avoid and report cyberbullying incidents. ConRed engaged secondary audiences through an awareness raising campaign and by providing a condensed version of the curriculum to teachers and caregivers. Leaflets, posters, bookmarks, and other visual media

were used to display the messages. All messages included calls to action, enabling teachers and parents to help prevent and tackle cyberbullying. Figure 33 lists some examples of the messages that were used.

The evaluation found that teachers and parents acted upon the messages and heightened their efforts to monitor the adolescent’s online behaviour as well as guided them in how to avoid high-risk behaviour (Ortega-Ruiz, Del Rey & Casas, 2012). Inclusion of parents and teachers with calls to action was critical to the success of the programme in reducing cyberbullying aggression and victimization rates, increasing awareness, and increasing empathy.

More information on ConRed is in Appendix J.

Figure 33: ConRed key messages





## IMPLEMENTATION

Once the strategy has been developed and the materials have been designed and pretested, the next step is the actual roll-out of the programme. Prior to roll-out (implementation), it is important that all the activities and the management and coordination mechanisms are planned. This is usually done through consultations with implementing partners.

It is also helpful to cluster activities under broad categories, or what we call implementation modalities. This can work well when various partners or players are responsible for different components of the programme. For instance, a national NGO may take on the community engagement component, while certain sections within UNICEF may be responsible for media-related activities; then the Ministry of Education may take on the capacity building component, while the Ministry for Children or Social Welfare is responsible for overall national coordination. The implementation modalities and the management mechanisms can differ significantly based on the type of intervention and context. *Figure 34* presents some common modalities for implementing a C4D strategy or intervention.

### Programmes targeting VAC in and around schools

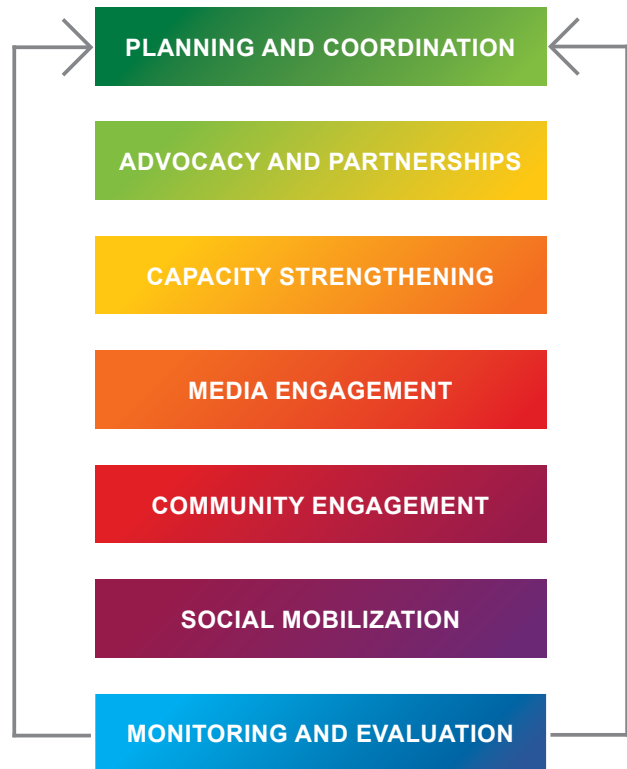
## MODELS FOR PROGRAMMES TARGETING VAC IN AND AROUND SCHOOLS

Two models have come to the fore when examining effective methods to reduce VAC in and around schools: the peer leader/mentor model and the cascade training model.

The Peer Leader/Mentor Model is:

- ✔ a participatory activity in which children and adolescents act as peer leaders and/or mentors.
- ✔ These children and adolescents can have a number of roles and responsibilities.
- ✔ The main factor is that they implement some part(s) of the programme in a leadership or mentorship role for their peers.

Figure 34: Implementation modalities



In the cascade training model:

- ✔ experts train a group of programme participants who then facilitate some or all of the programme activities and/or provide the training they received to other programme participants who then train others in the same manner.
- ✔ The training cycle can be repeated as needed through the life of the programme.

### PEER LEADER/MENTOR MODEL

Programmes using peer leaders/mentors have been effective in reducing VAC in and around schools in a variety of contexts due to the greater influence that peers have on one another compared to adults. These peer leaders/mentors can be selected either on a volunteer basis, an application basis, or through recommendation. Some types of children and adolescents that have acted as peer mentors and leaders in past programmes targeting VAC in and around schools include:

- ✔ Older students (paired with younger students)

- ✔ Students identified as leaders by teachers/coaches
- ✔ Students identified as key influentials by other students
- ✔ Those selected through an application process

Ultimately, the peer leaders/mentors should be selected in a collaborative manner between programme implementers and the programme beneficiaries.

It is important to train peer mentors and leaders concerning the programme objectives and their roles and responsibilities. Also, make the exact roles and responsibilities of peer leaders/mentors clear. Plan for follow-up meetings to debrief, discuss potential issues, and check that peer leaders/mentors are fulfilling the agreed upon duties. Providing rewards (intrinsic or extrinsic) can help ensure a high level of engagement by the peer leaders/mentors.

As seen in *Figure 35*, peer leaders/mentors can

be engaged in the plan, design and deliver, and evaluate stages alike.

*Examples of programmes using peer mentors/leaders included in this Technical Guidance are UNICEF Bulgaria’s S.T.E.P.S. Together (p. 177 and Appendix F), TEI (p. 68), and Kishori Abhijan (p.92).*

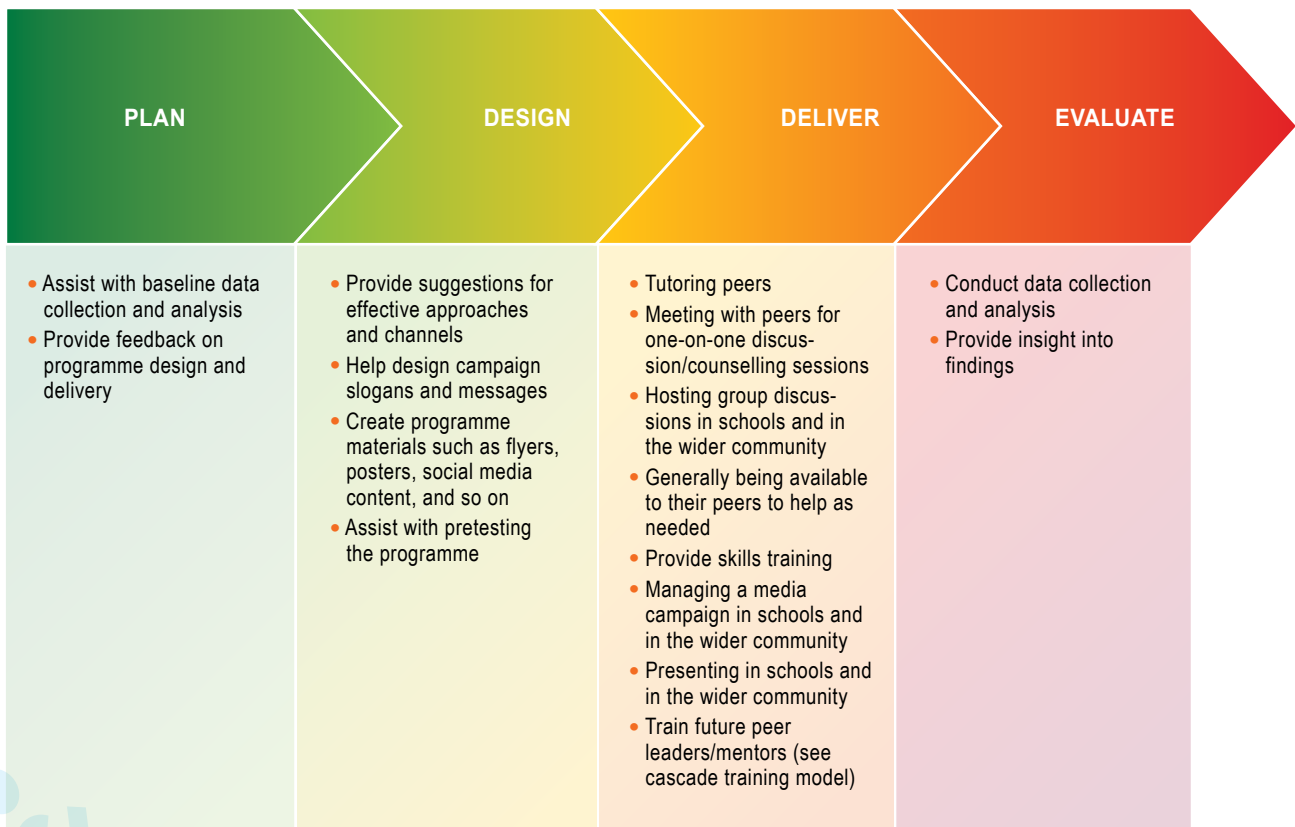
**CASCADE TRAINING MODEL**

Students and teachers are the two most common groups trained to be facilitators for programmes targeting VAC in and around schools.

- ✔ Teachers can be recruited from participating schools.
- ✔ Students who are peer leaders/mentors are a natural choice, otherwise volunteers or students who are recommended by their teachers, peers, or other non-teaching staff are good options.

The experts who do the initial training should check in regularly to answer questions, provide

**Figure 35: Ways to involve peer leaders/mentors**



suggestions, and be sure that the quality of facilitation is high, but do not need to directly facilitate programme activities. Keep in mind that since trainees are facilitating some or all of the programme and/or training future facilitators, quality control can be an issue. Be sure to use programme and behavioural monitoring regularly so if issues do arise with the quality of training or facilitation, they can be addressed by stepping in as needed.

This model can save costs over time and is more sustainable. Likewise, as a participatory activity, empowerment and capacity building are implicit in this model. It also increases buy-in as participants become more engaged in the success of the programme.

*UNICEF Jordan's Ma'An imitative described in Appendix L utilized the cascade training model.*

## PROCESS MONITORING

Process monitoring is used to monitor and document implementation. We can think of process monitoring as an on-going “checking in” of the C4D activities. It is done while a programme is being implemented – not before and not afterwards. Its most traditional function (often referred to as monitoring) is to determine if the C4D strategy is being implemented as planned, and is assessed by tracking activity outputs. Taking stock of who is involved, counting the number of individuals who attend a workshop, or assessing reach are three such outputs. For example, a sexual abuse intervention for primary school children in Hawaii included observations for each individual lesson in order to ensure that school staff were appropriately trained and supported to teach the sensitive curriculum (Baker et al., 2013).

Process monitoring has many uses (see *Text Box 4*) but is particularly important in large-scale interventions using C4D approaches where external factors can critically affect implementation. For example, in a comprehensive sex education intervention designed to empower adolescents to make informed decisions about sex and to shift attitudes around sexual coercion,

### Text box 4: Process monitoring overview

There are many different aspects of programme implementation that we can track. Here are some of them:

- RECRUITMENT:** who is involved in the intervention
- MAINTENANCE:** level of involvement in programme and research
- CONTEXT:** implementation environment
- RESOURCES:** materials and characteristics
- IMPLEMENTATION:** extent to which programme is conducted according to design
- FIDELITY:** extent to which programme is being delivered according to the plan
- REACH:** extent to which programme is accessible to beneficiaries
- COMPATIBILITY:** extent to which the programme meets the needs of the beneficiaries
- BARRIERS:** problems with reach
- EXPOSURE:** extent to which the beneficiaries engage with the programme
- INITIAL USE:** extent to which beneficiaries utilize the materials/information
- CONTINUED USE:** extent to which beneficiaries continue with utilization
- CONTAMINATION:** external factors

Some ways of tracking these elements include: using audience rating data (if available), doing an omnibus survey (collecting data on a wide variety of subjects at interview), doing content analysis of messages and materials, administering a rapid assessment survey, conducting key informant interviews, or using interactive social media activities.

process monitoring revealed that a shortage of computers meant the intervention could not be fully implemented (Rijsdijk et al., 2011). Data later revealed that partial implementation was not as effective as full implementation.

Data from process monitoring can serve as a means to validate and expand interventions. For example, the results of an intervention for maltreating fathers showed that in the first year, 105 men were referred to the intervention. This greatly outnumbered the number of treatment slots available at the time. Tracking the requests from other communities for training and implementation built a case for the intervention to be scaled up in other communities (Scott & Crooks, 2007).

Process monitoring is also instrumental in helping demonstrate how specific C4D elements are linked to programme results. If the outcome evaluation reveals that a change has taken place, an analysis of the process monitoring data will help us identify which C4D components may have helped bring about that change. Process monitoring for an FGM intervention in Egypt found that men and women exposed to the intervention retained more information regarding the negative health consequences of FGM than those who were not exposed (Barsoum et al., 2009). This data establishes a link between intervention implementation and effectiveness. While it is true that robust outcome evaluations should be able to identify factors contributing to change, process monitoring provide the insights required to make mid-course corrections and to allow programmes to explain “why” change did or did not happen.

### **Programmes targeting VAC in and around schools**

For programmes implemented in schools, process monitoring can be conducted in several creative ways, including:

- ✔ Using attendance records;
- ✔ Taping parts of the programme for later review;
- ✔ Conducting facility surveys;
- ✔ Using disciplinary reports;
- ✔ Counting referrals to resources outside of the school;
- ✔ Observation studies;
- ✔ Using health records;
- ✔ Surveys, interviews, and focus group discussions with participants.

The same benefits and challenges of conducting research with populations in schools discussed in the “Baseline” section apply to monitoring. The main benefits for monitoring are the ability to

leverage existing records and reporting systems and having a generally constant population. Getting informed consent from caregivers can become an issue, so it is best to get consent prior to the start of the programme. More on how to overcome challenges that arise is in the Evaluate section (p. 98).

It is helpful to plan how to overcome these difficulties and leverage existing resources in the planning stage. Community advisory groups can help you to foresee any potential challenges before they arise to help you plan on how to overcome them.

### **REDESIGN AND ADAPTATION**

The scope and utility of process monitoring is shifting from monitoring activity outputs to monitoring initial (short-term) results. For example, in behavioural monitoring we use process evaluation as a way to track whether behaviours are changing. Monitoring behaviours systematically over time means that we do not have to wait to the end before seeing if change is starting to occur. If behaviours are beginning to shift, then we can know that the C4D strategy is working and is headed in the right direction (towards our expected medium-term outcomes). However, if behaviours are not changing, then there is an opportunity to make changes. This creates a feedback loop, where information from monitoring can be used to adjust our C4D approaches, activities, channels and even messages, so the programme as a whole is better positioned to reach its expected objectives.

### **Programmes targeting VAC in and around schools**

If you have the resources, using technology to continuously monitor the programme can be an effective and efficient way to track whether and to what degree the programme was implemented as intended.

*UNICEF Jordan’s Ma’An programme developed and utilized the Ma’An Online Survey System (MOSS) to provide regular monitoring throughout the life of the programme. Each month, quantitative questionnaires were completed using MOSS by*

*participating schools. The questionnaire focused on incidents of violence as reported by students, and incidents of violence and the use of positive disciplinary methods as reported by teachers and school administrators. This created a database which was reviewed regularly to track progress. Data was then used as part of the evaluation along with interviews, focus group discussions, and facility surveys making for a streamlined monitoring and evaluation process.*

Another advantage of behavioural monitoring is that if our monitoring plan uses participatory approaches – engaging community members in the research process – then monitoring itself becomes an empowering process, through which community members gain knowledge and skills transferrable to other contexts and issues.

Appendix D provides examples of participatory methods that can be used for behavioural monitoring.

**PROGRAMME SPOTLIGHT 11:**

## Integrating behavioural monitoring within programmes

The Kishori Abhijan (Adolescent Girls Empowerment) project in Bangladesh (2006-2010), managed by UNICEF and implemented by local NGOs, used a peer education strategy, with adolescents attending weekly sessions to discuss a variety of issues: child marriage, marriage, and birth registration; and subsequently sexual abuse, exploitation and violence against children. While the primary target audience was adolescent girls, they also included boys, as well as the parents of the adolescent girls and community influencers (teachers and community and religious leaders).

The behavioural monitoring plan included data from five rounds over a period of two and a half years. Four areas were identified for each of the target groups: attendance in the programme, knowledge about the Kishori Abhijan issues, communication with others about Kishori Abhijan issues, and actions taken. An indicator matrix with 20 indicators was developed to cover six behavioural objectives. A total of nine checklists were developed, including attendance records, meeting minutes, information sheets on knowledge, discussion, and actions.

Additional monitoring was achieved directly through a series of five programme activities that were part of the overall Kishori Abhijan curriculum:

**I AM:** In this free-listing exercise, adolescents describe themselves (I am...) by writing down the first 10 descriptive words that reflect how they define themselves. This activity measured self-concept/self-identity from the perspective of the adolescents themselves.

**STORIES OF CHANGE:** This is as an open-ended platform for adolescents to reflect on their lives and experiences with the Kishori Abhijan project. Adolescents were asked to think about, identify, and write stories about the important changes in their own lives as a result of their involvement in Kishori Abhijan; by analysing these stories, it was possible to assess the extent to which changes reported by the adolescents were connected to the project messages.

**FAMOUS ME:** One of the key indicators of the Kishori Abhijan project was the percentage of regularly attending adolescents (i.e. those participating in at least 80 per cent of sessions) that talked about

specific Kishori Abhijan topics to individuals within their social networks (parents; family members; peers; friends; community members). This activity used social network maps based on the social ecological model where the adolescents reported their network partners.

**IDEAL PARTNER:** Participants were asked to draw a picture of their ideal marriage partner. Once they had completed their drawing they were asked to report on the characteristics of this person. This activity allowed programme implementers to examine if perceptions about child marriage were changing over time.

**MY ENVIRONMENT:** Participants were asked to map the places they felt comfortable going to alone, to determine the characteristics of these locations and to see if the Kishori Abhijan centre was one of these locations. This activity addressed issues of mobility among adolescent girls.

Training was provided to local NGOs to develop their capacity to undertake both programme and behavioural monitoring. A monitoring and evaluation task force was established to ensure that implementers could gather information routinely. To ensure robustness, a local research agency gathered additional data from a randomly selected sub-sample of respondents from all the selected centres/associations.



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## DESIGN AND DELIVER MYTHS

**MYTH # 1: It's simple to design a VAC campaign.**

- ✔ **RESPONSE:** Designing a VAC campaign is far from simple. Addressing VAC requires more than a campaign to engage and motivate community-based changes. There is no blueprint; we must understand the context, the drivers of violence, and the perspectives of the most affected group and then select activities that can trigger and sustain the change.

**MYTH # 2: It's possible to produce effective material in a short timeframe. The government often wants television spots and posters to be produced quickly for national events or Children's Day.**

- ✔ **RESPONSE:** Successful communication interventions must be planned and based on research. It is critical to understand audience perceptions and preferences to know what is more likely to lead to behaviour change. Furthermore, ad hoc or one-off activities are rarely sustained, evaluated, or useful.

**MYTH # 3: The magic is in the creative design. Hiring a leading creative agency will ensure success.**

- ✔ **RESPONSE:** Although creative design is very important, the art needs to be blended with the science of communication. The creative design needs to build on research (e.g. the situation assessment, baseline and pretesting) and must convey technically accurate information in an engaging manner. The messages and the call to action must also be realistic and linked to service delivery.

**MYTH # 4: We know from other countries what type of approaches, activities and messages have led to impact. So, we can simply replicate these global best practices.**

- ✔ **RESPONSE:** While global best practices can give us useful ideas for C4D approaches,

activities and messages, we must remember that violence is closely linked to socio-cultural norms and practices. It is therefore essential that we contextualize and tailor our strategy to the local context.

**MYTH # 5: Once we have done formative research, we can wait until the end of the programme to see if it worked. We don't have the capacity for on-going monitoring.**

- ✔ **RESPONSE:** Even if we do not have the capacity for continual monitoring, periodic checking-in is vital to know if the programme is going as planned. Monitoring allows us to make corrections, to adapt and to scale-up (or stop!).

## DESIGN AND DELIVER RECOMMENDATIONS

- ✔ **TAILOR MESSAGES FOR DIFFERENT PARTICIPANT GROUPS.** We need to design different messages and select different approaches for each participant group; what works for lawmakers will not work for parents; what works for teachers will not work for adolescents. A one-size-fits-all approach has to be avoided, as each audience group has different information needs, preferences and communication hooks.
- ✔ **ENGAGE RELEVANT PARTICIPANT GROUPS.** Effective C4D goes beyond dissemination of messages and must engage stakeholders and participants in the development of content as well as in the delivery of interventions.
- ✔ **ENCOURAGE TWO-WAY COMMUNICATION.** When designing a C4D strategy and selecting communication channels and platforms, consider how they can be participatory and interactive. For example, there is value in ensuring that a community theatre performance or film viewing is followed by a group discussion. Likewise, media activities can include telephone or digital media engagement. The dialogues that accompany or follow mediated messages are critical for social and behaviour change.

- ✔ **REINFORCE MESSAGES THROUGH MULTIPLE CHANNELS AND PLATFORMS.** Evidence shows that multi-layered interventions that reinforce messages through multiple channels are more likely to be effective. Draw on a variety of platforms and channels based on the local communication landscape (mediated and interpersonal networks) and remember that different groups may have access to different channels.
- ✔ **FOCUS ON KEY MESSAGES AND A MAIN TAKEAWAY.** Violence is a complex and sensitive issue and it is not always easy to communicate. Avoid overloading messages, and have a simple takeaway or call to action. Instead of developing complex or broad messages, keep them focused, short, simple and actionable. Avoid jargon or technical language; go for language that is easy to understand.
- ✔ **PRETEST ALL MESSAGES, PLATFORMS AND ACTIVITIES.** Pretesting is essential. What the programme planners and creative team like and understand will likely be very different from what the intended audience like or understand. It is through pretesting that we will find how we can tweak our messages and activities to inspire the interest and achieve the understanding of our local audience. Pretesting will also guide us about the effectiveness and suitability of the platforms we are using.
- ✔ **INTEGRATE PROCESS MONITORING AS PART OF THE IMPLEMENTATION PLAN.** By integrating our process monitoring in the programme and by building it into the implementation process, we can ensure that we will have regular feedback on what is working and what isn't, and what changes are beginning to occur (or not). This allows for timely adaptations and fixes, and will save both time and money in the long run.

**DESIGN AND DELIVER ACHIEVEMENTS**

**IMPLEMENTATION PLAN**

An implementation plan (or work plan) helps us to delineate timelines, budget allocations, sub-activities or steps for each activity, and staffing and key responsibilities. Implementation plans will vary in level of detail, but they should at a bare minimum answer **what we are doing, what steps are necessary, where we will be implementing the programme** (e.g. which districts or provinces), **the scale and frequency we are considering** (e.g. how often or how many), **who is responsible for leading each activity, what resources are required** (human and financial), and **when each step will take place** (e.g. milestones and overall timeline). Process monitoring is an important element of implementation, and in order to be able to track progress we need to have a well-developed work plan. In fact, participatory monitoring can become part of our media or community engagement. *Figure 36* illustrates some of the key considerations for implementation planning.

*Figure 36: Considerations for implementation planning*



### MESSAGES AND MATERIALS

Ultimately, our strategy or campaign should use a mix of communication materials. Materials can include: mass media products, such as television or radio spots; serials; print material, such as brochures or posters; or toolkits or training manuals for interpersonal outreach and group communication. We can also develop specific tools for participatory activities or community engagement (e.g. guides for community mapping or participatory theatre, fact sheets or discussion points for religious leaders or community volunteers). These materials are the interface between our desired outcomes and our audience. Messages and materials need to be carefully designed so that we get the right balance between technical content and creative appeal. The materials must be easy to understand, positively framed, visually appealing, memorable and culturally contextualized. The messages themselves should have a clear call to action such as “see something, say something.”

As noted earlier, different audience members or participants will require different material and messages. For example, picture books or comics may suit children or families with lower levels of literacy, but policy makers will be looking for testimonials or informational briefs that highlight the severity or nature of the issue at hand. Some tips to follow while developing messages and materials on VAC are:

- ✔ **PROMOTE RESPECT, HUMAN RIGHTS AND DIGNITY OF CHARACTERS:** Avoid blaming, stigmatizing or showing negative portrayals that depict helplessness. Instead, show individuals or community members who are taking positive actions.
- ✔ **PORTRAY POSITIVE IMAGES, ROLE MODELS AND ASPIRATIONAL CHARACTERS:** Avoid showing all men as violent or all women as victims. Instead show fathers who use positive discipline and female characters who are confident and motivational.
- ✔ **DON'T FOCUS ON THE VIOLENCE ITSELF BUT ON THE CONSEQUENCES OF VIOLENCE, AND THE PREVENTIVE ACTIONS THAT CAN BE TAKEN:** Avoid showing physical or sexual violence. Instead, use signs or symbols to convey the act – for instance a teacher could notice bruises on a child and try to intervene.
- ✔ **EMPHASIZE THAT VIOLENCE AGAINST CHILDREN IS EVERYBODY'S PROBLEM:** Avoid portraying violence as only occurring among a certain class or group of people. Instead, highlight that violence cuts across class, ethnicity, education level or location.



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 **Programmes targeting VAC in and around schools**

**DESIGN AND DELIVER CHECKLIST**

- ✔ Participant groups in schools selected
- ✔ Participant groups in the wider community selected
- ✔ Whole-school approach considered and adopted if possible
- ✔ Targeted programme activities for primary participant groups designed
- ✔ Programme activities that engage secondary and tertiary audiences designed
  - family level
  - community level
  - institutional level
  - policy/systems level
- ✔ Special and hidden populations identified
- ✔ Targeted programme activities designed to accommodate unique needs of special and hidden populations
- ✔ Met with community advisory board to select approaches and channels
- ✔ Multiple channels selected from the mass media, interpersonal and group communication, folk and local media, and digital media and interactive technologies categories
- ✔ Peer leader/mentor model considered and adopted if desired
  - Meet with peer leaders to map roles and responsibilities and timeline of duties
  - Plan stage duties
  - Design stage duties
  - Deliver stage duties
  - Evaluate stage duties
- ✔ Cascade training model considered and adopted if desired
  - Trainers selected and trained
  - Regular meetings to check-in with trained facilitators schedules
  - Plan in place for training subsequent generations of facilitators
- ✔ Participants involved in development of programme interactive and engaging activities
- ✔ Community advisory boards involved in approval of programme messages and activities
- ✔ In-school and out-of-school contexts selected to deliver the programme
- ✔ Pretesting of programme messages, materials, and activities including consulting community advisory boards
- ✔ Monitoring systems in place using resources in schools and technology to the extent possible
- ✔ Participatory monitoring methods selected



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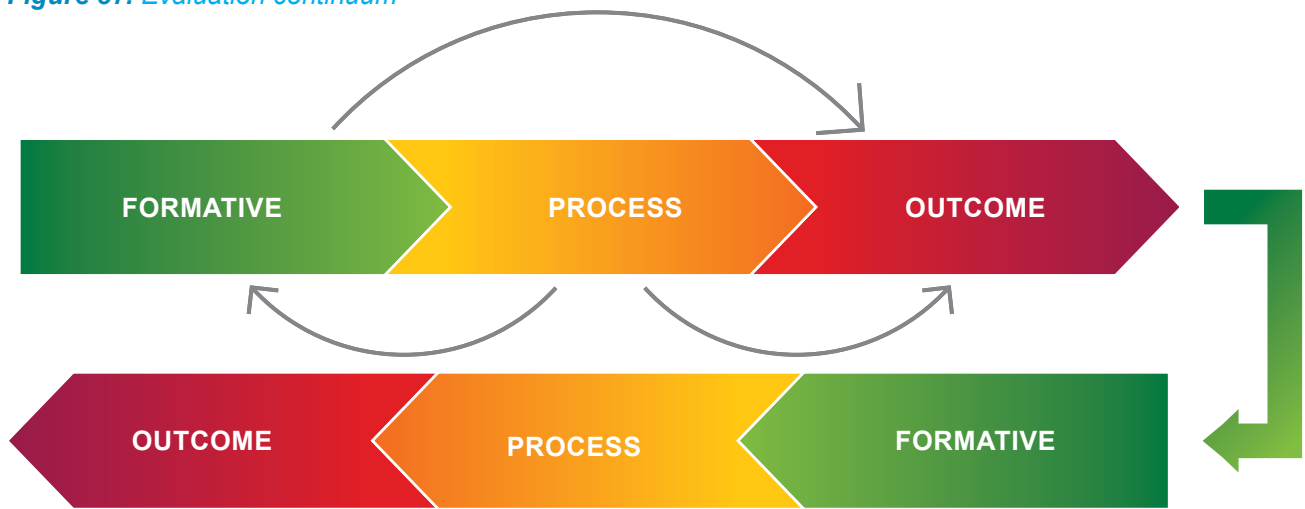
## 4. Evaluate

To describe the third section of the C4D programming approach as ‘Evaluate’ is misleading, since although this step may appear third in the process, we have to think about evaluation from the very start. **Planning, designing, implementing and evaluating happen along a continuum.**

The development of evidence-based C4D interventions requires evaluation to begin as part of the “planning” phase together with situation analysis and formative research (see *Figure 37*). Along with a communication strategy, the development of a robust M&E plan is an integral part of planning, and has the added benefit of ensuring that formative, process and outcome assessments are embedded throughout the entire process.

As discussed in the planning stage, it is also important to think about baselines. Knowing where potential participants are before the implementation of an intervention is crucial if we wish to examine what change has occurred in individual and social behaviours over time. Our ability to compare pre- and post-intervention measurements gives us higher reliability and validity than an evaluation that is planned and executed post-implementation. Just as baselines are important at the planning phase, so is process evaluation during the design and deliver stage. Process evaluation allows us to examine if a C4D intervention is being implemented according to plan and to redesign and adapt interventions that may not be appropriate for intended audiences or that may have unintended

Figure 37: Evaluation continuum



negative consequences. Mid-course corrections are a vital part of ensuring that our C4D interventions are heading in the right direction.

Earlier in this *Technical Guidance*, we looked in Section 2 at situation assessments, formative research, baselines, and in Section 3 at pretesting and process evaluation. Here in this fourth section we will focus on impact assessments and plans for replication and scale-up.

### ENDLINE (OUTCOME ASSESSMENT)

An outcome evaluation serves “to measure the effects of a programme against the goals it set out to accomplish, as a means of contributing to subsequent decision-making about the programme and improving future programming” (Weiss, 1995). An outcome evaluation answers the question “Does the programme make a difference?” It enables us to see what has changed and by how much, and whether that change is consistent with programme objectives. A successful programme is one that achieves its stated results. But sometimes C4D approaches do not have the results we expect. It is important to realize that a programme can have a positive or negative impact, meaning it can incite change in the direction we anticipate, or in the opposite direction.

Long-running interventions give researchers and interventionists more time to understand the true benefits of programmes. Social and behaviour changes take time, so the longer interventions run,

the more accurately we can assess them and the more confidently we can understand if and how they work. For example, an evaluation of a bullying prevention intervention for primary school children compared three schools with differing intervention lengths. Data revealed that students in the two-year intervention reported more positive attitudes towards those being bullied than was found amongst students in the shortest intervention that lasted only three months (Beran, Tutty & Steinrath, 2004).

Data from outcome evaluations in the systematic review reiterate the importance of tailoring programmes to specific contexts and populations, as discussed in earlier sections. Similarly, there is data to suggest that interpersonal and community interventions tailored specifically for at-risk populations achieve more success. For instance, *PeaceBuilders* is a school-based, universal violence prevention intervention that disaggregated students into low-, medium- and high-risk groups for future violence (Flannery et al., 2003).

Outcome evaluations included in UNICEF systematic review highlighted the complexity of VAC and the need for multi-level programming that promotes change across social-ecological domains. Interventions that used a gender-transformative approach to promote equitable relationships between men and women, that looked beyond the individual and that considered the social context, were more effective in generating behaviour change when compared to more narrowly focused interventions (Barker et al., 2010).



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Outcome evaluations should not only tell us what worked and what did not, but also, and importantly, they should explain why something worked or did not work. They do this through analysing the theory of change by comparing programme participants over time (panel) or by establishing a matched control group (individuals who were exposed to the C4D activities). Programme planners and funders use the results from effectiveness evaluation to improve future programming, replicate interventions in other settings and with other populations, and propel the scale-up of promising interventions. Encouraging findings, for example, can be used to reassure stakeholders of the benefits a community is reaping and can demonstrate that financial resources are being used wisely. Discouraging findings can be just as informative; they can prompt researchers and programme planners to go back to the drawing board and rethink an issue or approach, allowing for experimentation and innovation to take root. In short, outcome evaluations help us understand the past (what was implemented) while also getting us to think about the way forward (what will be implemented next).

There is a choice of design options for child protection programmes - indeed, for any programme. When deciding what evaluation to use, the following questions should be considered (UNICEF, 2015b):

1. What is the purpose of evaluating the programme?
2. When should evaluations be conducted?
3. What types of evaluations are required?
4. What designs will the evaluation use?
5. How much will the evaluations cost?

**OPTION 1:** If we go for a **non-experimental evaluation with no baseline**, it is comparatively simple to arrange, but since there is no comparison group, results may be wrongly attributed to the programme, and we have no evidence in quantitative terms regarding the degree of change and what caused it.

**OPTION 2:** If we go for a **non-experimental evaluation with a baseline**, progress is compared to the baseline measures taken at the beginning of an intervention, so it can provide information regarding the degree of change, but again, like option 1, we cannot be sure why a change has happened, and have no information about the trends and progress during the two snapshots (the baseline and the endpoint measure)..

**OPTION 3:** If we go for a **non-experimental evaluation with a longitudinal design**, although we still don't have a comparison or control group, it's a multiple approach, which includes baseline, mid-term, terminal and/or follow-up evaluations. It's a strong evaluation design with broad coverage (outputs, outcomes, impact), but it will be costly and resource intensive due to multiple evaluations.

**OPTION 4:** If we go for a **quasi-experimental evaluation**, which means that we use a (non-randomly-selected) comparison group that does not benefit from a child protection intervention at all, or that benefits from a different intervention, then we will get a reasonably good estimate of the scale of change caused by the programme. However, it may be difficult to find the comparison group, and the use of comparison groups can raise deeply problematic moral and human rights questions.

**OPTION 5:** If we go for an **experimental or 'randomized design' evaluation**, where we use a randomly selected comparison group that does not benefit from a child protection programme, we will get reliable and credible evidence and can statistically control for sample selection, but random assignments may be ethically or practically impossible and are likely to be costly and resource intensive, and again the use of comparison groups can raise deeply problematic moral and human rights questions.

None of the options is perfect - it's a matter of finding the most suitable (or least worst); but the worst of all options is to do no evaluation at all.

### Programmes targeting VAC in and around schools

Ensure that comparison groups are carefully selected to increase reliability of findings. If possible, select evaluation participants from different schools to avoid diffusion (where programme information spreads from the intervention to the comparison group, biasing the results). When choosing the intervention and comparison schools, match them on key characteristics such as:

- ✔ Student demographics
- ✔ Size of student body
- ✔ Teacher/staff to student ratio
- ✔ Location of school
- ✔ School services available

For ethical purposes, consider how comparison groups can also benefit from the programme; comparison schools should never serve as only research sites. They can be part of a delayed intervention design, with the intervention being staggered in different schools. Otherwise, alternative interventions on different child related issues can be implemented. In either case, have comparison schools sign memorandums of understanding stating that during the evaluation period they will not run a curriculum addressing the type of VAC you are examining. In the memorandum, outline how and when these comparison schools will receive the programme (or an alternative one) for transparency.

### Measuring the added value of C4D in VAC programming

In thinking about the results of programmes, we are delineating the cause-and-effect link between what our VAC programme *does* (i.e. the C4D activities it implements) and what results it *achieves* (the outputs, outcomes and impacts). Robust evaluations allow for the direct and indirect effects of C4D approaches to be captured.

### ATTRIBUTION: DIRECT PROGRAMME EFFECTS

Attribution refers to whether changes that occur (e.g. in social norms or child protection) are a direct result of exposure to or involvement in the intervention (see *Figure 38*). Let's say a parent attends a positive parenting intervention where parents learn about the harmful effects of violence on child development. Shortly afterwards, that parent starts using positive disciplining techniques. Would this have happened even if the positive parenting intervention hadn't taken place? If it might have happened anyway, then we cannot attribute the change to the intervention. But if we can show that these changes in behaviour are linked directly to the parent's participation in the positive parenting intervention, then we can "attribute" the results to the intervention.

So, for example, a claim might be made that e.g. "80 per cent of parents now practice positive parenting techniques compared to 62 per cent in 2016 *due to the UNICEF-supported programme.*"

### CONTRIBUTION: INDIRECT PROGRAMME EFFECTS

Contribution refers to a link between exposure or involvement in an intervention and the achievement of results that occur indirectly through the completion of outputs (see *Figure 39*). Say, for example, that an entertainment-education programme addressing child marriage, gender-based violence and FGM airs nationally for two years. The programme is hugely successful. Exposure to the programme is directly associated with changes in knowledge and attitudes and even encourages interpersonal communication about these taboo topics. Five years after its initial debut, national data show a decrease in rates of child marriage and FGM. The question becomes: Can these decreases be linked back to individuals' having watched the entertainment-education programme? If so, then we can say that the programme indirectly contributed to changing social norms (outcomes and impacts) that came about through direct changes in outputs.

So, for example, a claim might be made that "the entertainment-education programme *contributed* to the percentage of community members supporting child marriage falling from 89 per cent to 79 per cent."

Figure 38: Attribution or the direct effects model

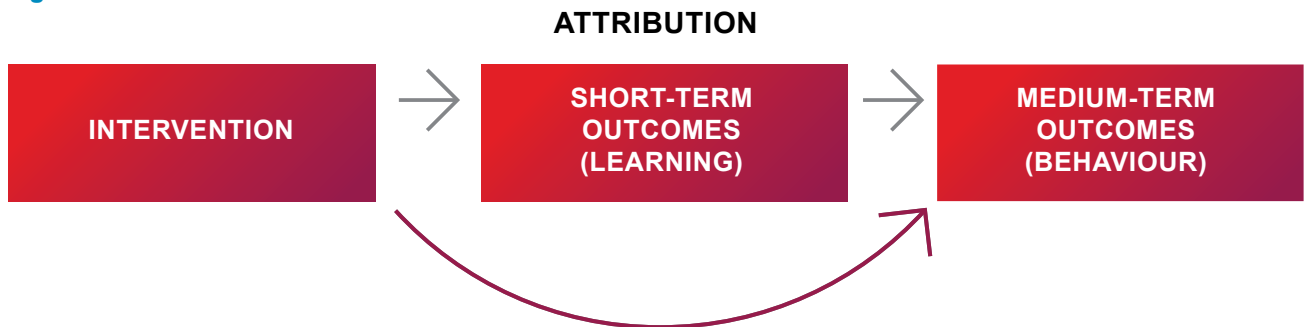
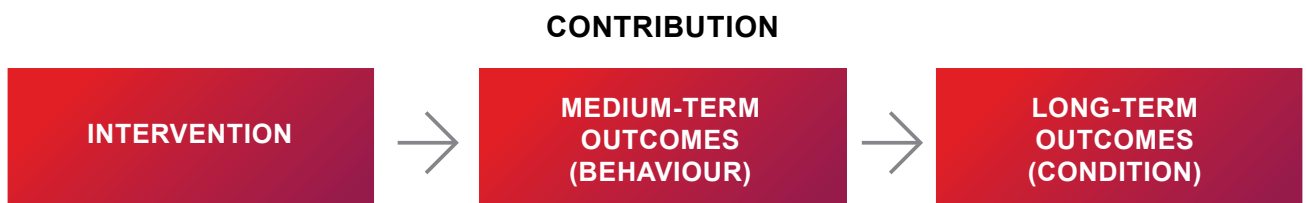


Figure 39: Contribution or the indirect effects model



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## PROGRAMME SPOTLIGHT 12:

## Breakthrough's Bell Bajao approach

The comprehensive evaluation conducted for Breakthrough's Bell Bajao (Ring the Bell) campaign<sup>29</sup> in India is an excellent example of how robust research can be used for a violence prevention communication initiative. Launched in 2008 to address domestic violence,<sup>30</sup> the campaign called upon men and boys to act when they witnessed violence. Using an integrated approach that included television spots, radio, print, online multimedia, educational materials, and travelling video vans, the campaign brought what had been considered a private issue to public attention, and reached over 130 million people in its first three years. A range of M&E techniques were used in the Bell Bajao intervention before, during, and after the campaign (Aleya, 2012).

Formative research included a baseline survey of prevalent knowledge, attitudes and practices related to gender-based violence, women's rights and legal frameworks. The baseline also provided information on media habits and trusted sources of information. Secondary data such as national health surveys and lessons learned from previous campaigns complemented the primary research. The baseline measures were used to create benchmarks to be monitored regularly during the campaign. A combination of quantitative and qualitative tools was used for the ongoing monitoring of the campaign. This included a rapid assessment survey conducted in two waves following each media burst, and the collecting of stories using the Most Significant Change Technique.<sup>31</sup> In-depth interviews were also conducted with partners to assess the extent of their ownership of the campaign and the issue of domestic violence. The endline evaluation was carried out in two districts in each of the two intervention states (Karnataka and Uttar Pradesh), and this aimed to measure the changes in knowledge, attitudes and practices that were

resulting from the campaign. Comparisons were made between the treatment group, who experienced both the educational and media components of the campaign, and a control group, who experienced only the campaign's media components. In addition, Breakthrough used "audience reach" measurement tools to identify the numbers and demographic information of people reached through television, print and internet, drawing upon data from Television Audience Measurement, the National Readership Survey, Nielson ratings, Google Analytics and Google Adwords; it also assessed website viewership and participation on blogs, social networking sites, and distribution of campaign materials (Breakthrough, n.d.). It was shown that, amongst people impacted by the Bell Bajao intervention, there were shifts in attitude and in the ability to demand and receive rights.

The robust M&E design ensured ongoing feedback to improve the campaign as well as reliable measures of the changes resulting from the intervention. Because multiple methods were used, it was possible to triangulate results. Quantitative methods were used to measure changes in levels of knowledge, attitudes, practices, and media preferences pre- and post-intervention. Qualitative methods such as the Most Significant Change Technique enabled individual stories of change to be captured at different levels of the social ecological model; one story, for instance, describes how attitudes towards women changed at a personal level; another describes how confidence-building efforts led to community action in the face of violence. The stories also reveal specific actions that resulted from the intervention, such as men beginning to treat women differently, or women acting to end HIV-related discrimination.



© BELL BAJAO

<sup>29</sup> Additional information on the campaign is available at <http://www.bellbajao.org>

<sup>30</sup> Domestic violence refers to violence that is perpetrated by an intimate partner, spouse or family member, and occurs typically within the confines of the home. While domestic violence is most often discussed within the context of gender-based violence and is usually perpetrated by males in positions of trust and power, at times women may also be perpetrators of violence and men and boys may also experience domestic violence (UNICEF, 2000).

<sup>31</sup> For more on Most Significant Change see Appendix D



## Programmes targeting VAC in and around schools

### SPECIAL CONSIDERATIONS FOR SCHOOL-BASED EVALUATIONS

There are several considerations to take into account when evaluating programmes targeting VAC in and around schools which will be discussed in this section:

- ✔ Securing consent and assent
- ✔ Ensuring privacy and confidentiality
- ✔ Managing attrition and loss to follow-up
- ✔ Define all key terms in evaluation tools
- ✔ Use multiple sources to determine levels of violence
- ✔ Measure change in variables related to VAC
- ✔ Use participatory and mixed-methods

#### SECURING CONSENT AND ASSENT

Ethics requires getting consent from caregivers and assent from children and adolescents to conduct evaluation research. However, when conducting evaluations in schools, it can be difficult and costly for researchers to get in contact with caregivers to seek consent for research. Generally, students will be responsible for taking the consent forms home, explaining the research to parents, and bringing the signed forms back. In this case, researchers have no control over the consent process including ensuring that parents are notified, are able to read and sign the forms, and properly understand the nature of the research and their child's rights as research participants. This can result in large groups of students who participated in the programme but cannot participate in the evaluation, which can lead to biases in the results. Some strategies that can be employed in order to increase consent levels are:

- ✔ Get consent from caregivers at the beginning of the school year (even if the programme does

not start right away) because parents are more involved at this time.

- ✔ Partner with the school's Parent Teacher Association (or other formal groups involving caregivers) and seek their assistance in informing caregivers of the programme and research and getting consent.
- ✔ Generate buy-in for the programme through including information about it at school, community, and sporting events. Greater buy-in not only improves engagement with the programme but can increase participation in the evaluation.
- ✔ Involve caregivers in the programme activities. By having caregivers as programme participants, they will already be aware of, and more invested in, the programme which can increase consent levels later.
- ✔ Host orientations for caregivers to attend where they can learn about the programme. During these events, caregivers can be informed about the consent process and sign the forms in person.

#### ENSURING PRIVACY AND CONFIDENTIALITY

For research conducted in schools when classes are in session and/or other people are on campus, it is crucial to take extra steps to ensure privacy and confidentiality as to avoid bias, low response rates, and to increase the comfort of participants. Some steps to consider are:

- ✔ Conduct evaluations away from school staff who can influence results, especially for violent discipline programmes
- ✔ Employ black boxes to collect surveys
- ✔ Use private spaces away from the hustle and bustle of classrooms and hallways where students can speak freely
- ✔ Always ensure that ethical standards of conducting research are followed, such as removing identifying information from data

## PROGRAMME SPOTLIGHT 13:

## DESIGNING SOUND AND ETHICAL EVALUATIONS

## The Good School Toolkit

The Good School Toolkit is a school-based intervention aimed at fostering a positive learning environment and a supportive community in schools (Devries et al., 2017; Knight et al., 2018, Raising Voices, 2019). The intervention includes six 'steps' including over 60 activities to be completed by students, school personnel, and administrators. The steps and activities focus on promoting positive discipline versus corporal punishment, fostering a supportive school climate, and building mutual respect. By working on all levels, from the students to the school administrators, the intervention aims to forge a collective

vision with social support for change to make violence-free schools a reality.

Two of the most recent evaluations of the Good School Toolkit examined the effectiveness of the toolkit in reducing peer-to-peer and teacher-student physical, sexual, and emotional violence among Ugandan students (Devries et al., 2017; Knight et al., 2018). *Figure 40* describes the evaluation design including steps taken to ensure privacy and confidentiality, avoid issues of loss to follow-up, and secure consent.

**Figure 40: Good School Toolkit study design and procedures**

STUDY DESIGN AND SAMPLING
<ul style="list-style-type: none"> <li>✔ Sample size calculated to account for loss to follow-up while maintaining statistical significance.</li> <li>✔ A two-arm cluster-randomised controlled trial was used. Of 151 eligible schools in Luwero, 42 were randomly selected (21 schools served as comparison sites and 21 received the intervention). Within these 42 schools, up to 130 students in grades 5, 6, and 7 were randomly selected for participation in the evaluation. This resulted in a final sample size of 1,899 students in the comparison group and 1,921 students in the intervention group.</li> <li>✔ Comparison schools were waitlisted to receive the intervention after the evaluation was completed.</li> </ul>
CONFIDENTIALITY AND SAFETY PROCEDURES
<ul style="list-style-type: none"> <li>✔ Parents were informed of the programme and evaluation prior to implementation. If they desired, they could opt their child out of both.</li> <li>✔ Only children who could understand the consent process were eligible for participation in the evaluation. They were made aware of how the information collected would be used prior to giving verbal consent.</li> <li>✔ Interviews were conducted by trained researchers at school but out of earshot of others to maintain privacy.</li> <li>✔ Children deemed in need received referrals to a variety of support services based upon the severity of violence reported and when it occurred. These criteria were determined by child protection services experts prior to the evaluation.</li> </ul>

More information on the Good School Toolkit is in Appendix K.

### ATTRITION AND LOSS TO FOLLOW-UP

Attrition and loss to follow-up happen when students drop out of the evaluation and cannot be located for subsequent post-tests. As schools naturally have shifting populations, this will inherently be an issue.

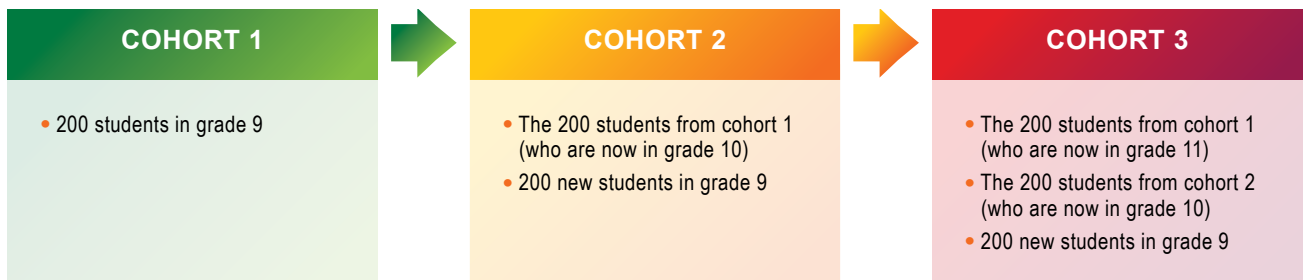
It is important to choose a larger than needed sample size so attrition and loss to follow-up do not affect the ability to draw significance from the results. You can also design the evaluation to naturally incorporate changing populations as

students enter and graduate. Using cohorts is particularly well suited to align with student body shifts (see *Figure 41*). Note that cohort designs can be used with any number of pre- and post-tests and can include comparison groups.

### DEFINE KEY TERMS

In order to collect accurate data, provide definitions of key terms for participants, either verbally or in writing, that they will need to complete the evaluation. This is important because definitions

Figure 41: Sample cohort design



of types of VAC in and around schools may vary greatly (see pp. 14 for some sample definitions).

The exact definitions used may be shaped by the messages of your programme. For example, a bullying programme may have specific messages about what constitutes bullying, both physically and verbally. Here are some things to keep in mind regarding defining key terms for your research participants:

- ✔ Develop a glossary of key terminology and use it during the programme and evaluation.
- ✔ Be sure to provide definitions no matter the evaluation format; whether you use surveys, interviews, focus groups, and/or participatory activities.
- ✔ Consider literacy level; if participants cannot read give verbal definitions.
- ✔ Make sure the definitions are available for participants throughout the evaluation so they can go back to them if needed. If verbal definitions were given, remind them they can ask you to read definitions aloud as needed.

### USING MULTIPLE SOURCES TO MEASURE VIOLENCE

When determining prevalence of VAC perpetration and victimization, collect self-reports, peer-reports, teacher/staff-reports, and school records (or other, relevant secondary sources) to triangulate and validate results. Each method has benefits and draw backs, so it is best to collect all four in order to get the most accurate analysis of violence levels. The pros and cons of each method are:

### SELF-REPORTS

- ✔ **PRO:** Self-reports of victimization may be more accurate because the trauma of the event makes it easier to recall.
- ✔ **CON:** Asking about violence experienced can be traumatic as children and adolescents relive the experience every time they are asked about it.
  - The impact of asking about a violent experience must be carefully weighed before doing so, and efforts should be made to reduce negative implications. Pretesting and thorough training of data collectors are critical.
- ✔ **CON:** Due to social desirability bias, self-reports of perpetration are usually lower than rates from other sources.
- ✔ Note that processes must be in place for how to deal with disclosure. Children should be offered appropriate resources and services. Data collectors must be trained for how to properly respond if and when participants ask for help. Be sure that the resources and services are actually accessible to the children and adolescents so they can get the help they need.

### PEER-REPORTS

- ✔ **PRO:** Having peers report on how often they have witnessed VAC has been shown to be quite accurate.
- ✔ **CON:** Reporting levels will vary on social groups of students and their reports will not take into account violence that was unseen.

**TEACHER/STAFF-REPORTS**

- ✔ **PRO:** As they are already observing students they can easily report on VAC they saw and that students came to them about.
- ✔ **CON:** Teachers and staff are busy working, so they may miss incidents of VAC. They are also subject to recall bias where they do not remember all events. Likewise, they may be excluded from youth-only spaces.

**SCHOOL RECORDS**

- ✔ **PRO:** They provide a good comparison point and allow you to draw conclusions on how well the school is actually responding to VAC.
- ✔ **CON:** Rates of VAC are usually underestimated in school records compared to the actual rates due to issues of oversight, students not reporting incidents, and insufficient school security measures.

**MEASURE CHANGE FOR VAC-RELATED VARIABLES**

Programmes targeting VAC in and around schools can affect numerous factors outside of knowledge, attitudes, behaviour, and social norms around the type of VAC of interest. Including measures for related factors can provide more nuance to “how” and “to what extent” change is occurring. Ultimately, selecting which VAC-related variables to measure will be determined by:

- ✔ The situation assessment;
- ✔ Past research in the area;
- ✔ The constructs of your selected social and behaviour change theories.

Some common variable topics that have been measured as part of programme evaluations for VAC in and around schools are:

- ✔ School climate;
- ✔ Depression;
- ✔ Prosocial behaviour;
- ✔ Self-esteem;
- ✔ Empathy;
- ✔ Gender equitable attitudes;
- ✔ School connectedness;
- ✔ Resiliency;
- ✔ Anxiety; and
- ✔ Emotional self-regulation.

Appendix G gives some scales to measure a number of these constructs related to VAC.

**USE PARTICIPATORY AND MIXED-METHODS**

Some participatory research activities that are particularly effective in the school environment, include role playing and video recordings, classroom observations to provide more nuanced data. *Appendix D* lists a number of participatory research techniques that can be used in interviews and focus group discussions.

Participatory research can also include involving participants in the evaluation process. The peer leaders/mentors approach described in the Design and Deliver section can facilitate the implementation of qualitative methods, such as hosting in-depth interviews and focus group discussions in and around schools. They can also be trained to distribute surveys and even to analyse and interpret both qualitative and quantitative data. In this way, activities are empowering, and participants build skills while researchers collect rich data.

## PROGRAMME SPOTLIGHT 14:

## INCLUDING MIXED-METHODS AND PARTICIPATORY RESEARCH IN EVALUATIONS

## UNICEF Jordan

UNICEF Jordan used mixed methods to conduct the evaluation of the Ma'An ('Together' - Towards a Safe School) Programme. The Ma'An Online Survey System was created and employed throughout the life of the programme to gather questionnaire-based quantitative data every month from all participating schools. The data collected was self-reported by children recounting instances of peer-to-peer physical violence, verbal abuse, sexual violence, bullying, and cyberbullying. Frequencies of physical violence and the use of positive disciplinary alternatives utilized by teachers and administrators were also captured.

Qualitative data was collected using key informant interviews with government and non-governmental organization professionals (n=17), focus group discussions with children (n=64), and field observations. Secondary sources, such as school records and programme documents, were gathered as needed as

well. Critically, the evaluation was participatory in nature, engaging the Ministry of Education and programme staff to provide input concerning the evaluation and tool design and implementation. The focus groups also used participatory activities to engage children on a deeper level in non-threatening ways.

As shown in *Table 24*, the quantitative results showed that Ma'An was effective in reducing verbal and physical violence by authority figures towards students in all school types.

In spite of these gains, participants in key informant interviews and focus group discussions reflected on how deeply rooted social norms favouring violent discipline are, as shown in *Figure 42*. These social norms present a continued challenge to ultimately eliminating violent discipline to be tackled in future efforts.

**Table 24: Ma'An Programme Evaluation Quantitative Results**

TYPE OF VAC	YEAR	SCHOOL AUTHORITY			
		Ministry of Education	UNRWA	Syrian Schools	Military Schools
Verbal	2012-2013	51%	-	41%	46%
	2013-2014	39%	19%	35%	32%
	2014-2015	32%	12%	34%	35%
	2015-2016	29%	11%	28%	24%
	2016-2017	27%	9%	23%	22%
Physical	2012-2013	34%	-	31%	42%
	2013-2014	26%	11%	26%	27%
	2014-2015	21%	7%	21%	27%
	2015-2016	18%	5%	16%	17%
	2016-2017	18%	3%	14%	18%

**Figure 42: Ma'An programme qualitative results**

PARENTS	TEACHERS	STUDENTS
<p>"The teachers want to make girls better. Girls have to know that the teachers love them, and want what is good for them. We are mothers, and we are violent with our children when they do something wrong. You do not hurt them, but you use violence so that they will be better. You have to teach them right from wrong"</p>	<p>"Parents encourage violence. Education will not work except with violence. We are a society that hits student to scare them but not brutal. Violence in schools existed since long... in our definition this is not violence this is called obedience and bringing up. 90% of the root causes of violence comes from home. We have so many parents that come and complain that their kids are out of control and they can't handle their behaviour."</p>	<p>"When we are punished we do not get upset, it is for our own good so we do not make mistakes again. R: if a child does not stop making a mistake when he is told to stop, then the parents has to resort to the last option, which is violence. As long as the child is not injured or harmed."</p>

More information on Ma'An is in Appendix L.

## REPLICATE AND SCALE-UP

One of the key recommendations from the systematic review concerns the importance of scaling up promising interventions, by incorporating best practices from around the globe into locally contextualized programming (Sood & Cronin, 2019). Key examples come from positive parenting and anti-bullying interventions. A recent review of randomized control trials using social and behaviour change communication to address VAC (Cronin et al., 2018) indicates that there is robust evidence on the efficacy of school-based interventions to address **bullying** that focus on whole school approaches, with clear roles for school administrators, teachers, parents and children. **Corporal punishment** interventions that focus on positive parenting can also be replicated, while at the same time, serving as entry points to tackle other forms of VAC and harmful traditional practices.

There are two distinct types of scale-up to be considered. First is the expansion of an effective intervention to cover larger and more diverse audiences and/or a wider location (horizontal scale-up). When planning for scaling-up, it is important to ensure the quality of the scale-up, reaching out to all those 'left behind' and ensuring the sustainability and adaptability of results. Second is the trans-creation of a best practice into a new context and its adoption at the policy or institutional level (vertical scale-up). The combination of both horizontal and vertical scale-up results in sustainable change.

### Programmes targeting VAC in and around schools

Remember to follow-up with the community advisory boards to share findings and engage in a critical discussion about how to move forward towards replication and scaling-up of the programme.

## PROGRAMME SPOTLIGHT 15:

### Scaling-up bullying interventions

One successful example of both vertical and horizontal scaling is the KiVa anti-bullying programme. In 2006, the Finnish Ministry of Education and Culture, in partnership with the University of Turku, developed the KiVa programme, a comprehensive anti-bullying programme for Grades 1-9 in Finnish schools. KiVa uses a bystander approach, a prevention strategy that focuses on the little things that individuals can do to generate momentum for social change. KiVa has combined theory and evidence-based approaches with systematic and sustainable implementation to successfully deliver desirable social outcomes across languages and countries.

The KiVa programme uses constructs from Social Learning Theory to reduce school-based bullying; it seeks to change the attitudes of bystanders and bullies towards bullying, and to increase the self-efficacy of bystanders to defend individuals being bullied. It also uses stages of change theory, in that it gives students techniques to make a difference, helping them move from one stage of change to another, for example from preparing to intervene, to actually intervening when bullying occurs (Salmivalli & Poskiparta, 2012). The KiVa programme focuses on group engagement and involves students in discussions, group work and role-playing scenarios,

introducing bullying as a collective responsibility and raising awareness about bullying.

The KiVa anti-bullying programme takes a two-prong approach, promoting both 'universal' and 'indicated' actions. Universal actions focus on preventing bullying by creating an anti-bullying culture. Indicated actions are put into operation when cases of bullying are brought up. Ongoing data collection allows for schools to follow their own trends of the prevalence of bullying, comparing results to national trends and documenting attempts and achievements to tackle bullying. Interestingly, studies show that a well-designed, research-based programme such as KiVa can reduce multiple forms of bullying, and there might be no need to develop specific programmes for different forms of bullying.

The KiVa programme has been implemented and evaluated in numerous countries outside of Finland. Currently the programme has implementation partners in 16 countries on three continents. Additionally, research on its efficacy has been evaluated in three countries: Greece, South Africa, and the United States of America. The indications are clear that the programme is scalable and sustainable (Salmivalli, Kärnä & Poskiparta, 2011).

## EVALUATE MYTHS

**MYTH #1: I can't do M&E because that's not my job and I don't understand it.**

- ✔ **RESPONSE:** While not everyone needs to be an M&E expert, with a little study, practice, and guidance (like the one provided in this resource) anyone can understand the core concepts of M&E and apply them.

**MYTH #2: M&E is all numbers.**

- ✔ **RESPONSE:** Visual and narrative data can provide rich contextual information with which to better understand numeric data. Further, numeric data doesn't only come from quantitative methods. We can use qualitative and participatory methods to elicit numeric data, for example by having community members conduct household or school observations. Combining stories and numbers can yield incredibly rich results.

**MYTH #3: M&E is hard.**

- ✔ **RESPONSE:** That depends. There are many things we can do to make it much easier, such as thinking about M&E during programme planning; using a theory of change to guide programme design and M&E; establishing expected results including outputs, outcomes and impacts; and thinking through each phase of evaluation.

## EVALUATE RECOMMENDATIONS

- ✔ **EVALUATE FREQUENTLY.** Instead of thinking of evaluation as the last step in a linear process, we need to think about evaluation as a key component of planning, implementation and measuring effectiveness, and ensure it is part of all three steps.
- ✔ **PLAN FOR ATTRIBUTION AND CONTRIBUTION.** When measuring effectiveness, we need to examine which changes can be directly attributed to C4D, and which changes the C4D intervention contributed to through an intermediary. Mapping both direct and indirect pathways to change provides sufficient evidence to explain not just what works but how it works. Measuring these types of relationships requires the collection of quantitative data and the application of advanced multivariable statistics to make a strong case.
- ✔ **INCLUDE A COMPARISON GROUP (OR MEASURE CHANGE OVER TIME).** In order to measure if an intervention is effective, it is not enough simply to measure changes in knowledge, attitudes and practice in intervention sites; we must also look at the "counterfactual" – what happens in the absence of an intervention. At the very minimum, we should compare those who received the C4D interventions with those who did not (un-exposed group). Of course, where C4D programmes offer full coverage it is difficult to find any completely unexposed comparison group, so in such cases we can look at the frequency, duration and intensity of exposure, and make a comparison between groups with higher "doses" of the intervention and those with lower "doses." Another difficulty with creating comparison groups is that it may entail withholding an intervention from a group of people. In the case of VAC, this raises strong ethical concerns. One option that avoids having to intentionally exclude a group of people from support, resources and advice on preventing VAC is to choose a different comparison. Rather than compare beneficiaries from non-beneficiaries, we can compare the same population at different times, before and after the intervention. This way, no one needs to be excluded. However, it does require us to have baseline (pre-intervention) data against which to compare our post-intervention results.
- ✔ **EVALUATION IS CYCLICAL.** Outcome evaluation should be viewed not only as an end in and of itself, but also as a starting point for re-planning and scale-up. Through evaluations, we can build up a repository of lessons learned, recommendations and best practices that can be adapted for other contexts.

- ✔ **IMPROVE ACCOUNTABILITY.** Another key recommendation is to use the feedback obtained not only for internal accountability, such as making programme and personnel decisions, but also for external accountability, such as providing reports on programme effectiveness to government organizations and funding agencies. This data can also be used for advocacy purposes to generate more political and financial support for VAC programmes.
- ✔ **THINK, ACT, MEASURE “GLOCAL.”** Violence against children is a global issue that exists in all countries, societies and cultures in some shape or form. However, VAC is both visible and invisible. This presents certain measurement challenges, and local indicators of VAC are often not accessible. It is important to prioritize resources for research and, whenever possible, make use

of the standard global indicators. Essentially the recommendation is to position VAC as a “glocal” (global + local) issue by utilizing global indicators of VAC, which can in turn be used to design individual and social change interventions tailored to the local realities.

**EVALUATE ACHIEVEMENTS**

There are two products that should emerge from the evaluate phase of an intervention: a comprehensive research report and a knowledge management plan.

In addition to outlining the methods, sampling, tools, and informed consent procedures followed, a good quality research report will not only present the results, but will also interpret the findings (discussion), document lessons learned and draw up recommendations to guide future research and practice (see Figure 43).

Figure 43: Key elements often missing in research reports



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The table below provides a template for writing successful and comprehensive research reports.

**Table 25: Research report template**

RESEARCH REPORT TEMPLATE	
Report component	Description
Summary of research findings	<ul style="list-style-type: none"> <li>✔ Clean, concise and well-organized summary of the research findings.</li> </ul>
Background and rationale	<ul style="list-style-type: none"> <li>✔ Literature review summarizing extant theory, practice and robustness of existing research. Explanation of why the research was carried out, the context in which it was undertaken, what it contributes to existing knowledge, what potential impacts it will have, how it advances work in this field of inquiry, information on ongoing or similar research, the added value of this particular study, and who will utilize these findings.</li> <li>✔ Description of research aims and objectives, hypotheses and related research questions, conceptual frameworks and theories of change.</li> </ul>
Research methodology	<ul style="list-style-type: none"> <li>✔ Information and justifications covering research approach and methodology including research design, sampling strategy (sampling frame and units of measurement, calculations, sample size, populations, and discussion around representativeness of sample), definition of key variables and concepts, inclusion and exclusion criteria for respondents, participant recruitment strategy and length of involvement, data source or data collection methods, data analysis methods and ability to disaggregate data to show differences between group where applicable, discussion of strengths and weakness of research/study and other relevant methodological issues.</li> <li>✔ For quantitative research, explanation of statistical models and power calculations with justification of sample size.</li> <li>✔ For qualitative research, explain data analysis approach and linkages to theoretical framework.</li> <li>✔ Inclusion of study/research timeline (e.g. Gantt chart).</li> <li>✔ Explanation of review process if applicable.</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>✔ Discussion of issues related to research ethics, human rights, gender and privacy, how study applied the “do no harm” principle, how risks were mitigated, how data collection processes considered cultural, ethnic, and legal concerns.</li> <li>✔ Information on how ethical approval was obtained (e.g. through IRB), use of consent/assent forms, and provision of information for respondents to contact the research team for follow-up.</li> </ul>
Evidence, analysis, and findings	<ul style="list-style-type: none"> <li>✔ Information presented, analysed and interpreted in a systematic and logical manner linking back to the research questions, hypotheses, frameworks and theory of change. Data disaggregated where appropriate to indicate impact or effects across groups.</li> <li>✔ Transparency with sources and quality of data, data triangulation, clear connection between the evidence, findings, and recommendations/conclusions.</li> <li>✔ Contextualization of findings, insights into cross-cutting issues, consideration of attribution and contribution issues, or identification of unintended and unexpected findings.</li> <li>✔ Recommendations concrete and sufficiently detailed to be operationally applicable. Lessons contributing to general knowledge, valid, and reflecting the interests of different stakeholders.</li> </ul>
Annexes	<ul style="list-style-type: none"> <li>✔ Acknowledgement of research team, partners and advisory boards.</li> <li>✔ Original ToR, protocol/inception report, research framework (with research questions), and bibliography</li> </ul>

The second thing that should be achieved from the evaluation of a VAC programme is to get the information out there. A Knowledge Management Plan (Dissemination Strategy), which ideally should have been developed prior to the completion of the study, will spell out how the results can best be shared with the appropriate audiences. Having independent colleagues with subject matter expertise peer-review research ensures objectivity and lends validity and reliability to the study. Research reports or presentations may be disseminated to other investigators,

professionals and policymakers, and within professional networks. Readership and citations for the work can be enhanced by writing books, book chapters, and peer reviewed journal articles. A brief research report can also be submitted to professional organizations or the media. Press releases should also be considered, as this is an efficient mechanism for dissemination. Communicating study results to participants is based on the Belmont principle of respect for persons, and although not required, it is an ethical consideration given their participation.

Some possible means of communicating and disseminating research findings are listed below (see Figure 44). All of these actions allow evaluation results to be used as a guide for future practice and evaluation.

This way, indirectly, the evaluation itself can contribute to VAC awareness and prevention. Knowledge management plans can be organized in many different ways. Table 26 below offers one example of what could be included.

Figure 44: Means of disseminating research findings

WRITTEN	ORAL	ELECTRONIC
Books, book chapters, research report, executive summary, peer-reviewed journal article, research or policy briefs, newsletters, press release	Conference presentations, posters, Power Point presentations, panel discussions, debriefs, town halls, radio/television, community meetings	Web site, webinars, social media (Facebook, Twitter, Google), podcasts, mobile updates, blogging, YouTube, slideshows, online reference managers

Table 26: Knowledge management plan template

MEDIUM	SPECIFIC PRODUCT	AUDIENCE	RELEASE DATE	PERSON(S) RESPONSIBLE	STATUS	FOLLOW-UP ACTIVITIES	NOTES
Paper							
Face-to-face							
Online							

**Programmes targeting VAC in and around schools**

**EVALUATE CHECKLIST**

- ✔ If comparison schools are selected, match on several key criteria:
  - Student demographics
  - Size of student body
  - Teacher/staff to student ratio
  - Location of school
  - Existing school services (e.g. school counsellors, peer mediation, referral services, etc.)

- ✔ If comparison schools are used, have head staff sign a memorandum of understanding which states:
  - They will not implement a curriculum or programme targeting the same type of VAC as the programme within an allotted time period
  - Whether they will receive an alternative intervention OR the programme at a later time
  - When they will receive the programme or alternative intervention
- ✔ Plan for how to increase consent rates from caregivers
- ✔ Plan for how to avoid/address attrition and loss to follow-up

- ✔ Select a larger than needed sample size of students to accommodate attrition/loss to follow-up
- ✔ Plan how to protect the privacy and confidentiality of participants while conducting research in schools:
  - Select a place away from figures who can influence the results (such as teachers for violent discipline evaluations)
  - Select a place where students will not be distracted, or fear being overheard
  - Use black boxes to collect surveys (if using)
  - Ensure that ethical practices of confidentiality as outlined by the IRB are honoured
- ✔ Develop a glossary of key terminology and use it during the evaluation
- ✔ To calculate rates of VAC:
  - Collect self-reports
  - Collect peer-reports
  - Collect teacher/staff reports
- Collect secondary sources including school records
- ✔ Identify variables related to your VAC topic area to measure in the evaluation. Select them from:
  - The situation assessment
  - Past research on this type(s) of VAC
  - Constructs of the social and behaviour change theories used in the planning stage
- ✔ Choose quantitative and qualitative methods to conduct the evaluation
- ✔ Employ at least one participatory activity in the evaluation
- ✔ Consider using role playing or videotaping to measure whether behaviours/skills emphasized in the intervention were actually adopted/used
- ✔ Involve participants in the programme evaluation to help collect, analyse, and disseminate data
- ✔ Share findings with the community advisory groups and make a plan to move forward





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## 5. Final considerations and conclusion

As we approach the end of these guidance notes, it is worth looking at several final and critical considerations in the context of planning, designing and delivering and evaluating VAC programming using C4D: the humanitarian context, human rights, gender, disability research, and ethics.

### *HUMANITARIAN CONTEXTS*

Health outbreaks such as Ebola, Zika and cholera, natural disasters such as earthquakes, floods, hurricanes and tsunamis, as well as armed conflicts, wars and famines are all considered humanitarian crises. C4D has a unique role to play during such situations, from the perspective of planning ahead and disaster preparedness, to coordinating immediate and long-term responses during a crisis, and focusing on behaviour and social change for recovery in the aftermath. Children are among the most vulnerable population groups during emergencies and humanitarian crises, and child protection becomes even more critical as children's vulnerability to violence, abuse and exploitation increases.

C4D is grounded in the human-rights-based and results-based approach to programme planning and development, and facilitates community mobilization and participation in responding to humanitarian

crises. A participatory approach is appropriate in such contexts, as it enables people to make informed decisions, take action, and adopt positive behaviours. It is a commonly held myth that affected communities are in so much shock and so helpless that they cannot take responsibilities for their own survival. On the contrary, most communities, especially children, experience psycho-social healing and return to normalcy faster when they participate in helping others during and after a crisis. Recent experiences with C4D efforts during health outbreaks, natural disasters and other emergencies have highlighted the role of community engagement and social mobilization.

C4D contributes to maintaining humanitarian principles by raising awareness, building trust, and advocating for children’s and community members’ rights. Such principles include:

- ✔ **HUMANITY:** ensuring that all those affected are treated humanely, by saving lives and alleviating suffering, while ensuring respect for the individual.
- ✔ **IMPARTIALITY:** ensuring that assistance is delivered to all, based only on their needs, equally and without any discrimination.
- ✔ **NEUTRALITY:** a commitment not to take sides in hostilities and to refrain from engaging in controversies of a political, racial, religious or ideological nature.

### HUMAN RIGHTS

As the Convention on the Rights of the Child (CRC) states, children have the inherent right to life and state parties should take appropriate measures to ensure the protection of children from all forms of physical or mental violence, injury or abuse, neglect, maltreatment or exploitation (UN CRC, 2007). We must consider the CRC when developing and implementing interventions as it provides a framework for legal principles and standards to protect children from violence (Pinheiro, 2006).

While all children are vulnerable, there are some populations that are at an increased risk of violence (see Figure 45). State parties have an obligation to identify the barriers, factors and circumstances that impede members of these vulnerable groups from accessing violence prevention and response efforts. It is critical that these specific groups are not overlooked and forgotten in planning and programming.

Figure 45: Children at increased risk of violence



### GENDER MATTERS

Gender is a key factor influencing the nature and severity of VAC.<sup>32</sup> Issues of gender are deeply connected to conceptions of power, culture and agency, and each society’s construction of gender, power, culture and agency is unique. We need to know how these concepts are interwoven if we are to understand the context around violence, and then to design effective and sustainable interventions.

Not all forms of VAC affect girls and boys in the same way or with the same magnitude. For example, girls suffer from the impacts of sexual exploitation and honour killings at a higher rate than boys, but boys are more vulnerable to gang violence and domestic (or school-based) corporal punishment (Hasanbegovic, 2003). We need to tailor our interventions to make sure they address the specific needs of girls and boys. Moreover, gendered norms can limit the ways in which children and adolescents

32 This section draws upon work done by Ami Sengupta as part of the Global Systematic Review.



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respond to acts of violence. Girls may have less mobility in public spaces than their male counterparts, and thus have fewer options to flee a violent situation, whereas this same physical freedom may place boys at increased risk of kidnapping into child labour or being trafficked. It is clear, then, that gender can complicate VAC issues and the ways in which they should be approached. Likewise, the stigma attached to sexual abuse may limit how both girls and boys report incidences. In the case of girls, notions of honour and chastity may be a factor in not reporting, while for boys the norms associated with masculinity may prevent them from telling anyone about abuse.

There are several other considerations to keep in mind when developing equitable and context-appropriate C4D interventions addressing VAC. First, segmenting audiences is useful in order to ensure that C4D activities geared towards girls and boys address their specific needs from the outset.

Second, C4D can be integrated into a gender equality framework to create gender-responsive VAC interventions that work to change harmful or inequitable norms and power structures. Gender-focused programmes, especially those using a gender-transformative approach, are only possible through the engagement of all sectors of the community, including both genders, adults and children, in order to be both long-lasting and inclusive. Men and boys are often blamed for violence, but

it is important to remember they too experience violence. Evidence from the systematic review clearly highlighted the value of female empowerment as a means of addressing the needs of girls and renegotiating gender norms linked to VAC.

Thirdly, inclusivity is key when it comes to addressing VAC issues. Are the most vulnerable populations of girls, boys and those outside of the gender binary being addressed? Is the intervention addressing the varied needs of its population of interest? These and other questions have to be considered if we are to ensure that our C4D approaches are effective, culturally appropriate, and sustainable.<sup>33</sup>

### **DISABILITY MATTERS**

Worldwide, children with disabilities are among the most marginalized populations and are at higher risk of violence than those without disabilities. This is due to negative traditional beliefs within communities, lack of social support, discrimination, and heightened vulnerability due to their medical care needs (Groce et al., 2005; Jones, et al., 2012). With girls having a higher prevalence of disabilities than boys, it is important to be mindful of unique barriers that they may face when accessing treatment and justice (United Nations, 2013).

As the slogan for the disability movement states, “Nothing for us, without us.” Inclusion and equity

<sup>33</sup> For more on gender and gender norms, see p. 116 of [Lennie & Tachi \(2011\)](#).

cannot be fully realized without the participation of children with disabilities in VAC programming and research. Incorporating the voices and perspectives of children with disabilities into programming efforts is likely to lead to more effective prevention and response strategies. Moreover, to ensure that C4D interventions are equitable for children with disabilities, we must consider: Who is the decision-maker in the household? How much difficulty will they encounter when reporting or accessing treatment? How easily can they communicate violence to members outside of their family? By considering such questions we can ensure that interventions are accessible and appropriate for children with disabilities.

### RESEARCH ETHICS

This global resource has already touched upon the importance of involving children in issues that affect them, not only because they have the right to be heard but also as a means of enriching research findings. We need to think about how children can be meaningful participants of research endeavours in a way that fulfils international legal and ethical requirements and considers a child's age and developmental capacities. Research with human subjects must legally adhere to high ethical standards. This is all the more critical when working with children (a vulnerable population) and when discussing violence (a sensitive topic).

Anyone considering research involving children would be well advised to consider the questions in *Text Box 6*. When collecting data on VAC for C4D programmes, we may want to explore children's experiences with violence. However, as a researcher, we should tread carefully, making every attempt to minimize the possibility of re-traumatizing a child. To minimize distress or discomfort, we should adopt a child-centred approach, incorporate child-friendly debriefing sessions, and if possible have a primary caregiver present. Furthermore, it is important to realize that by asking children to disclose or report violent events such as abuse, we may be putting the child at risk of further violence if the perpetrator should overhear or learn about what the child has told us. It is important therefore to have private spaces available, an established confidentiality protocol, and mechanisms to securely store data. Finally, the way that a child participates in a research activity should be dictated by the age, competence and vulnerability of the child. This applies to all components of the research activity: from the research design, to the informed consent procedures, to the data collection and knowledge management processes. Researchers should challenge themselves to be as inclusive as possible, without jeopardizing the rights, dignity, wellbeing or safety of a child.

#### *Text box 6: Key ethical questions concerning research involving children*

Take a moment to reflect upon the following questions adapted from Graham et al. (2013) before embarking on research activities involving children:

- Is the research necessary? Should it be undertaken?
- Are you, the researcher, ready and capable to conduct research with children? Do you have the requisite skills and resources to work effectively with children?
- How will you obtain informed consent? Will you also collect parental consent?
- What are your assumptions about childhood? What are those of the community you are working with?
- What are the potential risks faced by a child, their family or community by being involved in the research activity?
- What are the potential benefits for the children, or their family or community?
- Are there any issues of power and status to contend with before involving children as research participants? If so, how will these be mitigated?
- What child protection protocols are in plan to ensure the safety of children?
- If a child becomes distressed, what will you do?



## 6. Roadmap to accompany technical guidance for C4D programmes addressing violence against children

### *INTRODUCTION*

This roadmap accompanies a 5-day workshop designed to strengthen communication for development (C4D) efforts to prevent and respond to violence against children (VAC). It aims to enhance the capacity of UNICEF staff to plan, implement and evaluate evidence-based C4D strategies to address VAC. Based on the knowledge and skills gained during the workshop in C4D and M&E to address VAC, participants will use this roadmap to develop or modify their C4D research, M&E or VAC strategies, based on their current or forthcoming country action plans.

On **Day 1** of the workshop, each country team will be asked to decide upon the VAC priority area to be addressed in their country programme. Workshop participants will meet throughout the week to compare notes, discuss, reflect and fill in the building blocks below, considering country office priorities, available evidence and country realities (e.g. barriers, bottlenecks, motivators and facilitators).



Through **Days 2-4**, country teams will work in larger groups through specific sections of this roadmap as part of the workshop discussions and group work. Participants will complete the tasks listed under each section of the document and note any additional points of considerations that are specific to their country contexts. For example, participants may write something like “YES, this approach has been used in my country” or “We just don’t have the capacity to carry out something like this.” Paper and electronic versions of the roadmap will be provided. It is recommended that participants consolidate notes from the paper version and start filling up the electronic version in order to have a working draft that can be finalized after the workshop.

Please refer to the earlier sections of this *Technical guidance* for additional information and details on the topics covered in the roadmap.

On **Day 5**, workshop participants will work in their individual country groups to:

1. Finalize their draft plans and roadmap;
2. Share their draft plans and roadmap with other country teams;
3. Discuss and prepare a presentation based on the template which will be provided on Day 5; and
4. Articulate support and technical assistance needs from regional office and the HQ (what, from whom, and when).



Figure 46: C4D programming approach with actions and achievements



### Programmes targeting VAC in and around schools

The Roadmap is a key planning tool for programmes targeting VAC in and around schools, as it is for all VAC-focused programmes. The checklists presented at the end of the Plan, Design and Deliver, and Evaluate sections can be used alongside the Roadmap to help you to consider school-specific issues and contexts.

Note that the checklists do contain some items which are not touched upon in the Roadmap. These can be considered independently as you go through the Plan, Design and Deliver, and Evaluate stages.

### C4D PROGRAMMING APPROACH

The C4D programming approach is a framework developed specifically for *UNICEF Technical guidance for C4D programmes addressing VAC* and builds on the essential steps needed for the design and implementation of evidence-based C4D programmes. This framework approaches C4D programming as a cyclical process that follows three sequential steps: plan, design and deliver, and evaluate. Each phase is broken down into actions and achievements (see diagram below).

- ✔ Actions are the items that need to be considered in each phase to cover strategic design and M&E.
- ✔ Achievements refer to the products or deliverables that need to be completed by the end of each phase and before moving on to the next one.

COUNTRY OFFICE (CO):

### PRIORITY ISSUES IN VAC

**Task:** Based on your country programme priorities (CPD; strategies), list the CO priority area(s) for VAC (for example: positive/non-violent parenting; violence in schools; online/cyber bullying; gender-based violence). If you are working on more than one VAC issue, you may rank three issues in order of priority.

If you identify more than one priority area, you will have to follow the same process for each area – situation assessment, development of outcomes and outputs, strategic approaches, activities etc. In your real-world context, you may include all the priority issues in one roadmap, by creating complementary sub-sections for each issue.

#### PRIORITY AREA(S) BY RANK

- 1.
- 2.
- 3.

### SITUATION ASSESSMENT

**Task:** Briefly outline some of the key aspects of the situation in your country. Consider the questions provided below, and highlight what you know, what you do not know but need to know, and what you will do to fill in the information gaps.

**Note:** Refer to the section on Situation assessment in the Technical guidance

#### QUESTIONS TO CONSIDER FOR SITUATION ASSESSMENT

What is known about the issue? What are the most affected areas (if relevant) and who are the most affected or vulnerable populations?	
What do we know or not know about the participant group's knowledge, beliefs, misconceptions, attitudes, and practices?	
Are the practices influenced by social norms? If yes, what are the sanctions and reinforcements associated with the practices? How are those who do not conform to the social norm treated by others?	
What sources and channels of communication do people use, like and trust? Who do they trust on issues related to children's health and development?	
What programmes and services already exist? What are the barriers to accessing these services or programmes?	
Who can influence or impede the desired change? What are their interests and reasons behind their (potential) resistance or support?	

At this point, there may be several areas about which you do not have adequate information. In the box below, please outline areas where you need more information, and what will be required to fill in these gaps. **Keep in mind the aspects of inclusion and empowerment, scale, sustainability, partnerships, coordination, capacity building and resources.**

Situation assessment (what you do not know yet and need to find out):
Follow-up steps (how you will go about filling these information gaps):

### CONCEPTUAL MODELS

**Task:** Review the conceptual models and think about what you are trying to change, and which models you can apply in your country context. Identify theoretical constructs and approaches that are relevant to your VAC priority area(s) and are suited to your country context, by level of influence. **Keep in mind the aspects of inclusion and empowerment, scale, sustainability, partnerships, coordination, capacity building and resources.**

*Note: Refer to the section on Conceptual models in the Technical guidance*

LEVEL OF INFLUENCE	INTENDED AUDIENCE (STAKEHOLDERS)	CONSTRUCTS
Individual		
Family		
Community		
Institutional		
Policy/ systems		

## THEORY OF CHANGE

**Task:** Develop a diagram to illustrate your C4D for VAC theory of change that reflects the linkage and flow between the identified problem, strategies and the expected results. **Keep in mind the aspects of inclusion and empowerment, scale and sustainability, partnerships, coordination and capacity building.**

*Note: Refer to the section on Theory of change in the Technical guidance*

THEORY OF CHANGE	
Problem	
Results: short-term (i.e. outputs associated with participation)	
Results: medium-term (behaviours)	
Results: long-term (impact)	
Activities/ strategies	
Outputs (associated with activities)	
Inputs	

## COMMUNICATION GOALS AND OBJECTIVES

**Task:** Define your communication goal, using a broad statement to describe what your strategy aims to achieve. Then identify objectives which should convey exactly what you want your intended audience to know, feel and do as a result of exposure to C4D messages.

*Note: Refer to the section on Setting goals and communication objectives in the Technical guidance*

WHAT IS YOUR COMMUNICATION GOAL?		
Objectives		
Individuals	Know	
	Feel	
	Do	
Families	Know	
	Feel	
	Do	
Communities	Know	
	Feel	
	Do	

### RESULTS AND INDICATORS

**Task:** Examine the “know, feel and do” objectives you have identified, select one of the “do” objectives and apply the SMART and SPICED criteria to it.

OBJECTIVE 'DO' = RESULT = MEDIUM-TERM OUTCOME	
SMART	SPICED

### COMMUNICATION APPROACHES AND ACTIVITIES

**Task:** Describe the approaches you will use to help you achieve your stated results. Describe the activities and the participant groups, the techniques and channels to be used to initiate, support and sustain change based on the constructs from conceptual models and from your Theory of change. The activities should be designed to achieve stated results. **Keep in mind the aspects of inclusion and empowerment, scale and sustainability, partnerships, coordination and capacity building.**

*Note: Refer to section on Communication approaches in the Technical Guidance*

C4D APPROACHES	SCOPE AND TYPE OF ACTIONS AND AUDIENCES
Advocacy	
Social mobilization	
Social change communication	
Behaviour change communication	

PROPOSED ACTIVITIES	
Participant groups	Activities/ channels

### PARTNERSHIPS AND COORDINATION

**Task:** Identify the stakeholders who can and should be involved to ensure better coordination and use of resources, and who can also help implement the activities at scale and ensure sustainability.

COORDINATION	
Describe the coordination mechanisms (internal as well as at national and local levels) and how those will function.	
PARTNERSHIPS	
Who are the key stakeholders at national, sub-national and local levels that need to be involved and why? Who are the influencers you can consider? What will be the role and contribution of each stakeholder?	

### PRE-REQUISITES AND RESOURCES

**Task:** List the main pre-requisites - what must be in place for you to implement the strategy?

PRE-REQUISITES	TIMELINE	RESPONSIBLE

**Task:** Describe the resources/funds available, the resources/funds required and potential funding strategies.

RESOURCES/ FUNDS AVAILABLE	RESOURCES/ FUNDS REQUIRED	POTENTIAL FUNDRAISING STRATEGIES

### PROCESS EVALUATION (AKA MONITORING)

**Task:** To monitor and ensure your activities are on track, describe the key outputs by the Social Ecological Model (SEM) levels. How you will you know you are on track? List the indicators, baselines and targets and means of verification (both routine and participatory).

**Note:** Refer in the Technical Guidance to the sections on Process monitoring and Indicators and Baselines.

OUTPUTS	INDICATORS	BASELINES	TARGETS	MEANS OF VERIFICATION
1.				
2.				
3.				

OUTCOMES	INDICATORS	BASELINES	TARGETS	MEANS OF VERIFICATION
1.				
2.				
3.				

### PREPARING FOR IMPACT / EVALUATION

**Task:** Thinking ahead about assessing impact, consider the following questions in the table below.

**Note:** Refer to the section on Evaluation in the Technical guidance.

QUESTIONS TO CONSIDER FOR EVALUATION	
What is the purpose of the evaluations?	
When should evaluations be conducted?	
What types of evaluations are required?	
What designs will the evaluations use?	
How much will the evaluations cost?	

Also consider the changes C4D is indirectly contributing to, and those that are directly attributable to C4D:

CONTRIBUTION (INDIRECT EFFECTS)		
Inputs	Mediators	Outcomes

ATTRIBUTION (DIRECT EFFECTS)	
Inputs	Outcomes



**TIMELINE**

**Task:** Present the sequence of activities, highlighting what will be done. Keep in mind working at scale and achieving sustainability; some activities may be implemented over several years – i.e. developing training curricula will entail drafting the modules, testing the modules, adapting, and integrating into official training curricula of universities.

	YEAR 1	YEAR 2	YEAR 3	RESPONSIBLE	PARTNER(S)
<b>SITUATION ASSESSMENT</b>					
Activity 1:					
Activity 2:					
Activity 3:					
<b>STRATEGY DEVELOPMENT</b>					
Activity 1:					
Activity 2:					
Activity 3:					
<b>Outcome 1</b>					
Activity 1:					
Activity 2:					
Activity 3:					
<b>Outcome 2</b>					
Activity 1:					
Activity 2:					
Activity 3:					
<b>MONITORING</b>					
Activity 1:					
Activity 2:					
Activity 3:					
<b>PREPARING FOR IMPACT / EVALUATION</b>					
Activity 1:					
Activity 2:					
Activity 3:					

Note: add more lines as needed.

## SCALING UP AND SUSTAINABILITY

**Task:** Consider how your programme can be scaled up horizontally and vertically. Describe how sustainability will be ensured (so activities do not stop once the interventions supported by UNICEF stop; results are maintained in time; activities are integrated into national/local systems and mechanisms, etc.). Highlight which stakeholders will be involved to ensure sustainability of your interventions. Ensure these actions are part of your interventions/ planned actions, rather than a component to be considered after their implementation.

**Note:** Refer to the Replicate & scale-up section in the Technical guidance.

SCALING UP	
Horizontal (expansion and replication)	
Vertical (policy, political legal and institutional)	
SUSTAINABILITY	
Stakeholders	How and when will they be involved

## SUPPORT AND TECHNICAL ASSISTANCE NEEDED

**Task:** Describe the support and technical assistance you may require from the HQ, regional office and external partners, to ensure effective implementation of the roadmap.

REQUIRED SUPPORT	YEAR 1	YEAR 2	YEAR 3
Regional office (section)?			
Headquarters			
External support			

# GLOSSARY OF KEY TERMS<sup>34</sup>

**Advocacy:** Consolidating information into arguable objectives and engaging stakeholders in an issue in order to influence policy and effect social change.

**Behaviour change communication:** Evidenced-based and strategic use of communication to promote and improve positive health outcomes, using mass media, interpersonal communication and community mobilization to achieve these goals.

**Bullying:** Intentional, repeated hurtful acts, words, or other unwanted behaviour among school-aged children. These acts are not intentionally provoked by those experiencing violence, and there must exist a real or perceived imbalance of power between the parties involved.

**Child labour:** Any work performed by a child that is detrimental to his or her health, education, or physical, mental, spiritual, moral, physical or social development.

**Child marriage/early marriage:** Marriage of a girl or boy before the age of 18.

**Child protection:** Sets of policies and practices to protect children from violence, exploitation, and abuse, both intentional and unintentional, applying particularly to the duty of organizations towards children in their care.

**Communication campaigns:** Direct, purposeful attempts to influence and shape behaviour towards specific social outcomes, using both interpersonal and community-based forms of communication.

**Communication for development:** A systematic social process based on dialogue that encourages participatory communication within and across communities, seeking sustained and meaningful change via a human-rights based approach.

**Community mobilization:** A bottom-up and participatory process of engagement and

empowerment among various sectors of society (including local leaders and ordinary people) to plan, conduct, and evaluate activities to improve social issues.

**Corporal punishment:** “Corporal” or “physical” punishment is any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involves hitting (“smacking”, “slapping”, “spanking”) children, with the hand or with an implement (a whip, stick, belt, shoe, wooden spoon, etc.). But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, caning, forcing children to stay in uncomfortable positions, burning, scalding, or forced ingestion.

**Cyberbullying:** A subset of bullying which involves the use of Information and Communication Technologies (ICTs). Like bullying, cyberbully involves repeated incidents over time, often with some type of power imbalance at play.

**Discrimination:** Unequal treatment or harassment that causes harm to individuals and communities on the basis of difference.

**Domestic violence:** Violence that is perpetuated by an intimate partner, spouse or family member, and occurs typically within the confines of the home. While domestic violence is most often discussed within the context of gender-based violence and is usually perpetrated by males in positions of trust and power, women may also be perpetrators of violence, and men and boys may experience domestic violence.

**Evaluation research:** The science and process used to assess and appraise the value and worth of a social intervention or development programme.

**Female genital mutilation and cutting (FGM):** Comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons.

<sup>34</sup> Sources for these terms are included in the references section.

**Formative research:** Research that collects data useful for the development and implementation of interventions, allowing researchers to identify the characteristics, behaviours, and needs of their target population.

**Gang violence:** Physical harm, or the threat of harm, conducted by members of a gang, which is a group of three or more that has adopted a group identity based on fear and intimidation and who engage in criminal activity. This violence can be directed at members of rival gangs, or at those unaffiliated with any such group.

**Gender based-violence:** A term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (gender) differences between males and females. While men and boys can be survivors of some types of GBV (particularly sexual violence), GBV tends to have a higher impact on women and girls. GBV includes physical, sexual, psychological, economic and social violence.

**Honour killing:** A murder, often committed within a patriarchal family structure, that has been justified by the perpetrator(s) on the basis that it was committed in order to defend or to protect the honour of the family.

**Impact evaluation:** A systematic and empirical assessment of the direct, indirect, primary and secondary effects produced by an intervention.

**Interactive communication technologies (information and communication technologies) (ICTs):** Information-handling tools that are used to produce, store, process and exchange information; includes mediums such as television and radio as well as the internet and wireless technologies.

**Participatory communication:** A strategy that involves a variety of voices and emphasizes cultural identity and dialogue to organize around and implement a solution to a common development problem or goal.

**Process monitoring:** Allows practitioners to examine how programme activities are being delivered, and if they are being implemented as planned; helps to determine if resources and capacity available are sufficient and being used effectively.

**Sexual abuse:** Child sexual abuse is engaging in sexual activities with a child who, according to the relevant provisions of national law, has not reached the legal age for sexual activities. It involves engaging in sexual activities with a child where coercion, force, or threats are used, and involves a power imbalance, abusing a position of trust or authority over a child, including within the family unit.

**Sexual violence:** A sexual act or an attempt to obtain a sexual act via coercion or force that can occur within the family or in the general community, or can be perpetrated and condoned by the state during armed conflict.

**Sexual exploitation:** It is a type of sexual abuse in which persons, including children, are treated as sexual objects and commercial objects, used by their abuser(s) for obtaining money, power, or status.

**Social media:** Means of interacting among people in web-based or virtual networks in which individuals can connect, create and share information.

**Social mobilization:** Multi-sectoral coalition-building at national and local levels to organize, raise awareness and initiate collective action around a given development objective.

**Strategic communication:** The use of communication to transmit the core mission or purpose of an organization or a project.

**Trafficking:** The recruitment, transportation, transfer, harbouring or receipt of persons, including children, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.

**Violence:** The threat or use of physical force and power to harm another individual, another community or oneself, that can lead to injury, death, or psychological harm. Violence encompasses physical, mental, psychological, and emotional violence.

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# APPENDIX A: WHERE TO LOOK FOR VAC DATA

A strong situation assessment draws upon quantitative and qualitative data. There are several existing surveys that are good sources of VAC data (see Table 27).

Given the importance of understanding contextual factors when tackling violence, we need to search for or undertake qualitative research. There are useful existing studies across the social science disciplines: sociological studies might offer bird's eye views of violence against children, whereas anthropological or ethnographic research tends to study a particular group in greater depth. Google Scholar is a good place to find both peer-reviewed and grey literature. Academic databases (e.g. PubMed, Academic One File, EBSCO Host, etc.)

make it simple to scan the literature from multiple disciplines using a common set of key terms. Alternatively, we can search specific journals that publish qualitative research and/or specifically focus on violence.

When conducting qualitative research, go beyond traditional focus group discussions and individual interviews to include more participatory approaches. For instance, transect walks and community mapping activities can be used to generate maps of where violence occurs within a community. These can be done with mixed groups of adults and children, or girls and boys, or done separately, to see if age- or gender-based differences emerge from the maps.

**Table 27: Where to look for VAC data**

INTERNATIONAL SURVEY PROGRAMME	RELEVANCE FOR CHILD PROTECTION	TOOLS
Multiple indicator cluster survey (MICS)	<p><b>UNICEF-supported MICS surveys collect national data on child protection issues (including child discipline, birth registration, child labour, child marriage and attitudes towards domestic violence and FGM). In particular, the module on child discipline includes:</b></p> <ul style="list-style-type: none"> <li>✔ Questions, addressed to an adult member of the household and concerning one randomly selected child aged 1 to 14 years, as to whether any member of the household had used various disciplinary practices with that child during the past month.</li> <li>✔ The survey covers eight violent disciplinary practices: two psychological (such as shouting and name calling) and six physical (such as shaking, spanking and hitting with an implement). There are also three non-violent disciplinary practices (such as taking away privileges and explaining why something is wrong).</li> <li>✔ An assessment of respondents' attitude towards physical punishment.</li> </ul>	<ul style="list-style-type: none"> <li>✔ Information on methodology and tools for each child protection issue area. The country reports on this website may be especially useful.</li> <li>✔ The MICS compiler allows users to search across surveys and indicators and display them in the form of tables, graphs and maps.</li> <li>✔ List of core MICS indicators for child protection in Global Monitoring for Child Protection Brochure from Violence, Exploitation and Abuse, UNICEF.</li> <li>✔ Questionnaires and indicator list for MICS.</li> </ul>

INTERNATIONAL SURVEY PROGRAMME	RELEVANCE FOR CHILD PROTECTION	TOOLS
<b>Demographic and health survey (DHS)</b>	<ul style="list-style-type: none"> <li>✔ Data first collected in 1984.</li> <li>✔ Collect data on a range of issues, including data on domestic violence through an optional module for girls and women aged 15–49. Percentage of girls and women aged 15–49:               <ul style="list-style-type: none"> <li>✔ who have ever experienced different forms of violence, by current age, since age 15;</li> <li>✔ who experienced any physical violence in the past 12 months (age group 15–19 available);</li> <li>✔ who have ever experienced physical violence during pregnancy;</li> <li>✔ who have experienced sexual violence;</li> <li>✔ whose first experience of sexual intercourse was forced, by age of first forced sexual intercourse;</li> <li>✔ who have ever (including in childhood) experienced sexual violence and who experienced any sexual violence in the past 12 months (age group 15–19 available);</li> <li>✔ percentage of ever-married girls and women age 15–49 years who have experienced physical, sexual or emotional violence committed by their current or most recent husband/partner, ever and any in the past 12 months;</li> </ul> </li> <li>✔ DHS also include questions related to child marriage and birth registration in their standard questionnaire.</li> </ul>	<ul style="list-style-type: none"> <li>✔ A compilation of DHS data can be found at MEASURE DHS Statcompiler.</li> </ul>
<b>Living standard measurement studies (LSMS)</b>	<ul style="list-style-type: none"> <li>✔ LSMS surveys collect household data that can be used to assess household welfare, understand household behaviour, and evaluate the effects of various government policies on living conditions.</li> <li>✔ Data on many dimensions of household well-being are generally collected, including data on migration, disability, child labour, caring for children, and domestic violence.</li> </ul>	<ul style="list-style-type: none"> <li>✔ The LSMS Survey Finder provides a list of all LSMS.</li> </ul>
<b>Statistical information and monitoring programme on child labour (SIMPOC)</b>	<ul style="list-style-type: none"> <li>✔ SIMPOC is the statistical arm of ILO's International Programme on the Elimination of Child Labour (IPEC).</li> <li>✔ SIMPOC assists countries in the collection, documentation, processing and analysis of child labour relevant data and to make available a wealth of statistical tools, data, reports, manuals and training kits.</li> </ul>	<ul style="list-style-type: none"> <li>✔ SIMPOC survey reports.</li> </ul>
<b>Global school-based student health surveys (GSHS)</b>	<ul style="list-style-type: none"> <li>✔ School-based surveys of children aged 13–15 developed by the WHO and CDC.</li> <li>✔ Not conducted at regular intervals but implemented upon request from countries.</li> <li>✔ One of the 10 core modules is on violence and unintentional injury and contains two questions about physical violence (experience of being physically attacked and involvement in physical fights in the last year) and two about bullying (frequency and type of bullying experienced in the past 30 days).</li> <li>✔ In its expanded version, the GSHS questionnaire also includes questions on dating violence, physical attacks, sexual abuse, carrying of weapons, perception of safety and physical violence by teachers.</li> </ul>	<ul style="list-style-type: none"> <li>✔ Data can be accessed from the GSHS website.</li> </ul>
<b>Health behaviour in school-aged children (HBSC) surveys</b>	<ul style="list-style-type: none"> <li>✔ WHO collaborative study with 43 member countries in Europe and North America and a network of more than 350 researchers.</li> <li>✔ Conducted at regular intervals (last round 2009–2010).</li> <li>✔ School-based surveys of children (average sample size of 1,550 for each age group: 11, 13 and 15 years old).</li> <li>✔ The standard HBSC survey contains three questions related to violence against children: one about physical violence (involvement in physical fights) and two on bullying (being bullied and bullying others).</li> </ul>	<ul style="list-style-type: none"> <li>✔ Access to the HBSC data bank can be requested.</li> </ul>

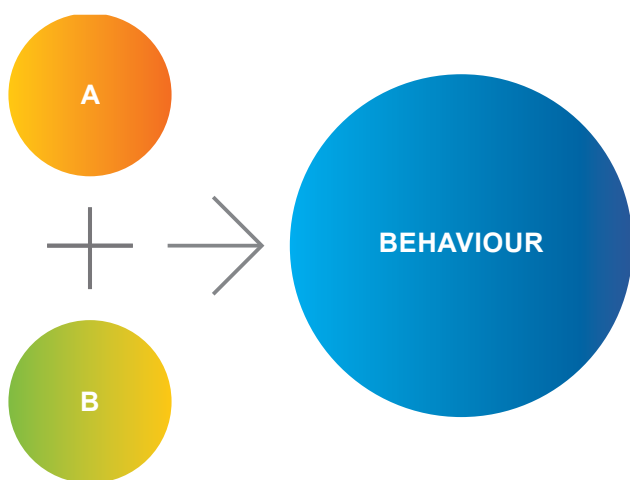
# APPENDIX B: SOCIAL AND BEHAVIOUR CHANGE THEORIES

This appendix provides an overview of the most common continuum and stages of change theories, as well as an example of how they can be applied to VAC issues.

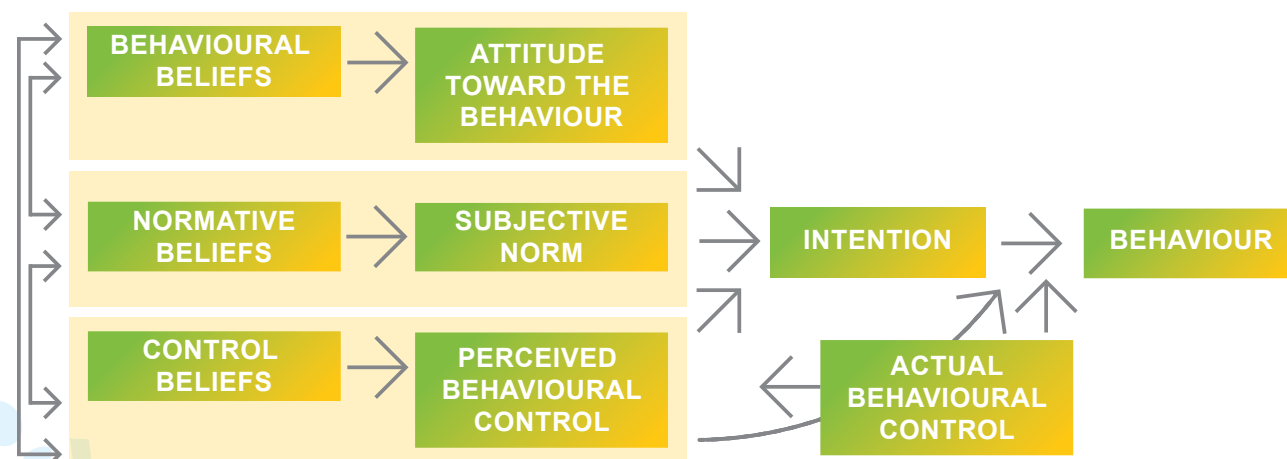
## CONTINUUM OF CHANGE THEORIES

Continuum theories identify variables that influence action and combine them into a predictive equation. *Figure 47* shows a simple version of a continuum of change theory; if factors A and B are addressed then the behaviour is likely to be performed. Some examples of individual-, interpersonal- and community-level continuum of change theories are illustrated below:

**Figure 47:** Simple continuum of change model



**Figure 48:** The theory of planned behaviour



## Individual-level continuum theories

Individual-level theories address factors that explain or shape an individual's behaviours. These theories often focus on factors that exist within the individual self or mind such as knowledge, attitudes, beliefs, motivation, intention, self-concept and skills (Glanz, Rimer & Viswanath, 2008). Two classic individual-level theories are the *Theory of Planned Behaviour* and the *Health Belief Model*.

## THEORY OF PLANNED BEHAVIOUR

The theory of planned behaviour explores the relationship between behavioural intention, attitudes, norms and the ability to perform the behaviour (*Figure 48*). The theory of planned behaviour was designed to explain all behaviours that individuals have the ability to control; in other words, it addresses behaviours that are deliberate or planned (Glanz et al., 2008). The four key concepts that underlie this theory are:

- ✔ **Behavioural intention:** perceived likelihood of performing a behaviour
- ✔ **Attitude:** personal evaluation of the behaviour
- ✔ **Subjective norm:** beliefs about whether surrounding people approve or disapprove of the behaviour

- ✔ **Perceived behavioural control:** belief that one has control over performing the behaviour.

The theory of planned behaviour argues that behavioural intention is the best predictor of how an individual will behave (Glanz et al., 2008). According to this theory, behavioural intention is influenced by a person’s attitude toward performing a specific behaviour combined with perceived control and norms, especially subjective norms (whether or not those around you will approve/disapprove of a specific behaviour) (Glanz et al., 2008). The more favourable the attitude, subjective norm and perceived control, the more likely a person is to adopt or perform the specific behaviour. Remember, though, that intention does not guarantee behaviour. *Table 28* provides an example of how to apply the theory to address corporal punishment by parents.

**HEALTH BELIEF MODEL**

The health belief model focuses on an individual’s perceptions of the risks posed by a problem (susceptibility and severity), the benefits of avoiding

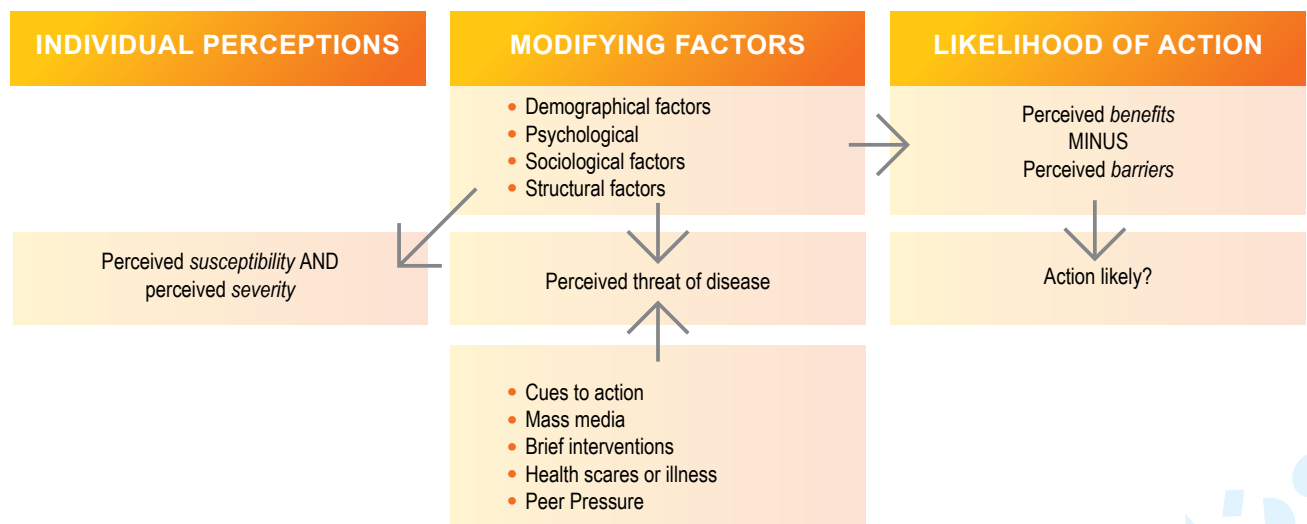
that threat, and the factors influencing the decision to act (barriers, cues to action, and self-efficacy) (Glanz et al., 2008). The model consists of six core constructs (*Figure 49*):

- ✔ **Perceived susceptibility:** Beliefs about one’s chances of getting a condition
- ✔ **Perceived severity:** Beliefs about the seriousness of a condition and its consequences
- ✔ **Perceived benefits:** Beliefs about the effectiveness of acting to reduce the risk or seriousness
- ✔ **Perceived barriers:** Beliefs about the material and psychological costs of taking action
- ✔ **Cue to action:** Factors that activate “readiness to change”
- ✔ **Self-efficacy:** Confidence in one’s ability to act

*Table 28: Applying the theory of planned behaviour to corporal punishment*

CONSTRUCT	DEFINITION	VAC APPLICATION
<b>Behavioural intention</b>	Perceived likelihood of using positive discipline	Building parents’ self-efficacy to use positive discipline techniques
<b>Attitude</b>	Personal evaluation of positive discipline	Teaching parents about child development
<b>Subjective norm</b>	Beliefs about whether surrounding people approve or disapprove of positive discipline	Showing parents videos on corporal punishment’s negative effects
<b>Perceived behavioural control</b>	Belief that one has control over using positive discipline	Building parents positive discipline techniques

*Figure 49: The health belief model*



**Table 29: Applying health belief model to gang violence**

CONSTRUCT	DEFINITION	VAC APPLICATION
Perceived susceptibility	The belief that one is susceptible to VAC perpetration or victimization	Provide information (e.g. morbidity and mortality stats) so youth understand the risks of joining a gang.
Perceived severity	The belief that VAC has serious consequences	Take students on field trips to prisons, detention centres or to hear testimonials from individuals who have lost loved ones to gang violence.
Perceived benefits	The belief that taking action would reduce one's susceptibility to the VAC victimization or perpetration or its severity	Establish a peer mentoring programmes with successful individuals from the community to demonstrate benefits of staying in school or working
Perceived barriers	The belief that the costs of taking action are outweighed by the benefits	Provide alternative after-school programmes for students to avoid joining gangs
Cue to action	Factors that prompt action	Provide rewards for those who stay off the streets
Self-efficacy	One's confidence in the ability to take action	Build skills and efficacy to resist joining a gang

Motivation is central to this theory's framework of how behaviour change occurs. Gauging how susceptible a population feels to VAC, whether VAC is believed to be a serious issue, and whether something can be done to reduce or prevent VAC is critical for catalysing change. See *Table 29* for an application of the health belief model to gang violence prevention.

### Interpersonal-level continuum theories

Interpersonal-level theories emphasize the social environment within which individuals exist. Such theories assert that the opinions, advice, support and behaviours of those closest to you – family members, friends, and peers – impact what you as an individual do (Glanz et al., 2008).

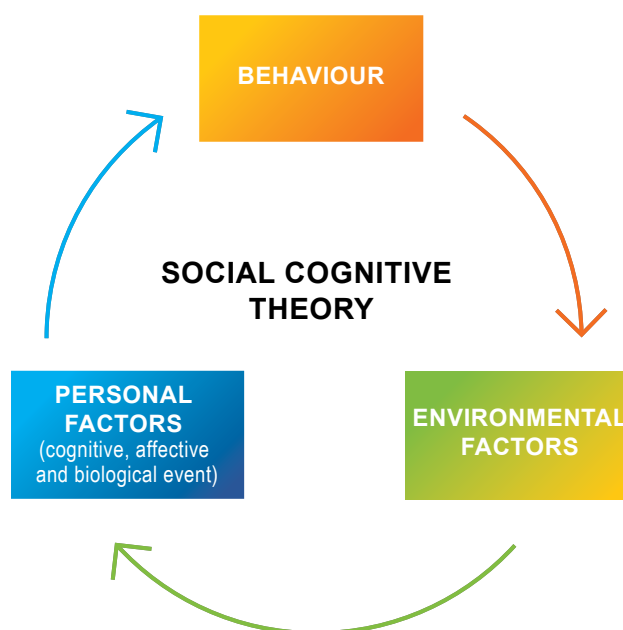
### SOCIAL COGNITIVE THEORY

Social cognitive theory is one of the most frequently used behaviour change theories and one upon which many interventions in the VAC systematic review rely (for example, *Table 30* applies social cognitive theory to bullying). It draws upon several theories relating to learning and behaviour.

At its core, social cognitive theory posits that change is a product of the interactions between personal factors, environmental factors, and human behaviour (see *Figure 50*). We'll focus on six of social cognitive theory's key constructs:

- ✔ **Behavioural capability:** Knowledge and skill to perform a behaviour
- ✔ **Expectations:** Anticipated outcomes of a behaviour
- ✔ **Self-efficacy:** One's confidence in the ability to act
- ✔ **Observational learning (modelling):** Learning by watching others doing a behaviour and the benefits reaped from that behaviour
- ✔ **Reinforcements:** Encouragements that increase a person's likelihood of continuing with the behaviour

**Figure 50: Social cognitive theory**



- ✔ **Reciprocal determinism:** The interaction between the person, behaviour, and environment



**Table 30: Applying social cognitive theory to bullying**

CONSTRUCTS	DEFINITIONS	VAC APPLICATION
Reciprocal determinism	The interaction between the person, bullying, and environment	Implementing policies to reduce bullying in schools
Behavioural capacity	Knowledge and skill to intervene when someone is being bullied	Teach students what to do when they see someone being bullied
Expectations	Anticipated outcomes of a behaviour	Role model how to intervene by having students act out scenarios
Self-efficacy	One's confidence in the ability to take action	Provide simple actionable steps students can take to intervene in a bullying situation
Observational learning (modelling)	Learning by watching others doing a behaviour and the benefits reaped from that behaviour	Promote positive roles models e.g. individuals who have intervened when someone was being bullied
Reinforcements	Encouragements that increase a person's likelihood of continuing with the behaviour	Offer prizes to those who intervene when bullying takes place

Social cognitive theory emphasizes that learning takes place in a dynamic social environment and that much of what we learn is guided by our observations. It recognizes that learning and actually performing a behaviour are two separate processes. Learning can take place without change occurring. The theory assumes that learning is more than just the acquisition of a new behaviour, and also involves cognitive constructs such as knowledge, values, and skills (Glanz et al., 2008).

### Community level continuum theories

Community-level models explore how social systems function, and offer strategies to work in different settings such as health care institutions, schools, worksites, community groups and government agencies. Community-level models tend to focus on bringing about social change through participation, community capacity, empowerment, social capital or diffusing innovations into communities (Glanz et al., 2008).

### COMMUNITY ORGANIZING AND COMMUNITY BUILDING

Community organizing and community building both bring community members together to generate change. Community members identify common issues within their community, mobilize resources, set collective goals, and develop and implement strategies to resolve those issues (Glanz et al., 2008). However, the two use entirely different approaches. Community organizing brings community members together around a specific

need and typically take on powerful institutions, and will sometimes adopt confrontational approaches such as protests and strikes to assert demands and advocate for change. Community building, on the other hand, uses a consensus-building approach to facilitate collaborations and community connectedness (Glanz et al., 2008). This in turn allows community members to use existing assets in their community to bring about change from within.

As an example, the *Hui Malama o ke Kei* programme aimed at preventing youth violence and substance abuse among 5<sup>th</sup> and 6<sup>th</sup> grade students in a mainly Hawaiian community (Akeo et al., 2008). Previous attempts to address violence and substance abuse, spearheaded by local grassroots organizations and community mobilizers, had leveraged traditional methods in the form of sign campaigns. Upon realizing the ineffectiveness of such an approach, an after-school intervention was created to provide students with structured tutoring and recreational activities designed to impart Hawaiian cultural values. Intervention staff and students participated in community service events and activities such as mural painting and beach clean-ups. The community became an essential resource and component of the intervention in a number of ways: from local businesses giving small donations, to grandmothers making meals for the youth attending the intervention. This in turn created an opportunity for inter-generational dialogue and enabled youth to learn how to respect their elders, an important Hawaiian cultural value.

**DIFFUSION OF INNOVATION**

Diffusion of innovation studies how new ideas, products, or social practices spread through a community or social system. Diffusion is defined as “the process by which an innovation is communicated through certain channels over time among members of a social system” (Sood, Menard & Witte, 2004, p. 124).

Individuals undergo a mental decision-making process that helps them determine whether or not to accept the innovation (Figure 51). First, individuals learn about an innovation; they then form an opinion about the innovation, decide to adopt or reject it, go through with the decision, and finally confirm the decision.

The adoption of an innovation within a social system occurs as a classic bell curve with five categories of adopters (Figure 52). These are:

- ✔ **Innovators:** the first people to use the innovation
- ✔ **Early adopters:** the first people to use the innovation as soon as it becomes available
- ✔ **Early majority adopters:** the people who adopt the innovation just before the average member of the community
- ✔ **Late majority adopters:** the people who adopt the innovation just after the average member of the community
- ✔ **Laggards:** the last to adopt an innovation.

One way of using diffusion of innovation to guide the design of interventions is by classifying individuals by adopter category. Programme planners can come up with a set of approaches that are tailored to reach different adopters. In doing so, these approaches in

concert can generate momentum for the adoption of the innovation. To create such enabling environments for an innovation to be adopted and diffused, it is important to leverage formal and informal types of communication, in particular the power of social networks. How quickly change will occur and the extent to which an innovation will be taken up depends on the following factors:

- ✔ **Relative advantage:** Is the innovation better than the status quo?
- ✔ **Compatibility:** Does the innovation fit within the intended audience?
- ✔ **Complexity:** How easy is it to implement the innovation?
- ✔ **Trialability:** Can the innovation be tried before deciding to adopt it?
- ✔ **Observability:** Will the innovation produce tangible results?

Figure 52: Social cognitive theory

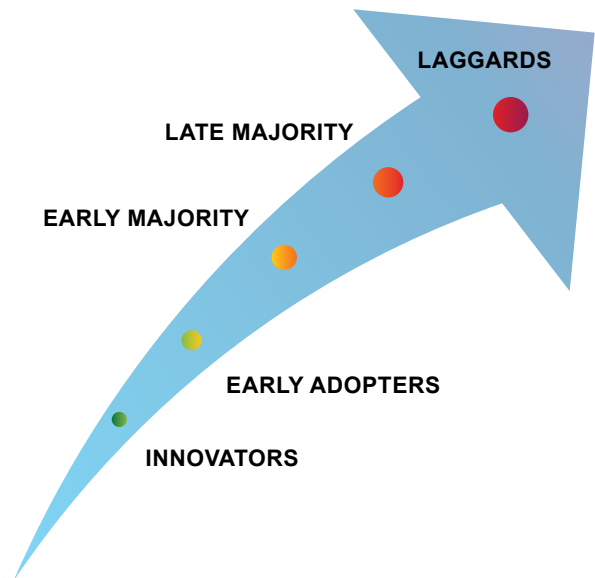


Figure 51: Individual decision-making process



**Table 31: Applying diffusion of innovations to FGM elimination**

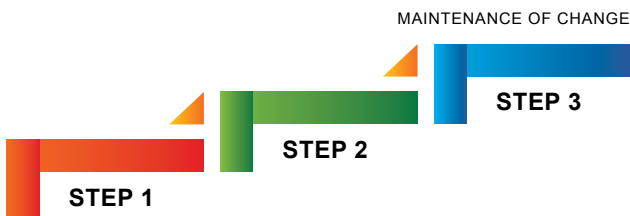
FACTOR	KEY QUESTION	APPROACH
Relative advantage	Is an uncut girl better than a cut girl?	An intervention could highlight the harms of cutting and facilitate a discussion around human rights
Compatibility	Does promoting an uncut girl fit with the intended audiences?	An intervention could obtain support from formal and informal leaders of a community to ease adoption of a new norm of not cutting girls.
Complexity	How easy is it to implement and establish a new norm of not cutting girls?	An intervention could work with community members to create a replacement for the actual cutting. This would promote the new norm of not cutting while preserving traditional customs and identity.
Trialability	Can a new norm of not cutting girls be tried before adopting it?	From a programmatic standpoint, an intervention could showcase positive role models – individuals who do not support the practice such as fathers who chose not to cut their daughters to generate momentum for the new norm.
Observability	Will not cutting girls produce tangible results?	An intervention could generate awareness of the benefits of not cutting girls for girls and the larger community

Table 31 below shows how to assess these five factors in the context of a hypothetical intervention seeking to replace FGM with a new norm of not cutting girls.

**STAGES OF CHANGE THEORIES**

Stages of change theories (Figure 53) focus on the process that individuals go through in deciding, adopting, and maintaining a behaviour. The theories below all outline different pathways to change marked by a unique and clear set of steps (Glanz et al., 2008).

**Figure 53: Basic stages of change model**



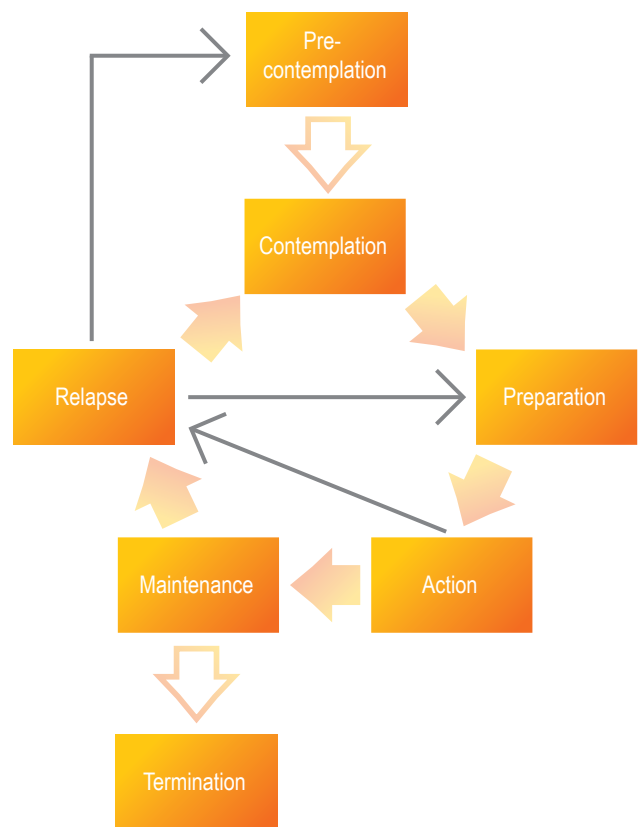
**Individual level**

**TRANSTHEORETICAL MODEL**

The Transtheoretical model, also known as the stages-of-change model, embraces the idea that behaviour change is a process, not an event. As a circular model with five stages (Figure 54), it posits that individuals do not simply pass from one stage to the next in a linear fashion. Rather, individuals may enter the model at any stage, relapse to an earlier stage, or start the process all over again. The five stages – pre-contemplation, contemplation, preparation, action, and maintenance – are described below.

✔ **Pre-contemplation:** An individual has no intention of acting within the next six months.

**Figure 54: The transtheoretical model**



- ✔ **Contemplation:** An individual intends to act within the next six months.
- ✔ **Preparation:** is when the person intends to act within the next thirty days and has already taken some behavioural steps in that direction.
- ✔ **Action:** is when the person has changed the specific behaviour for less than six months.

- ☛ **Maintenance:** is the second-to-last stage in which the person has changed the behaviour for more than six months.
- ☛ **Termination:** is when an individual has no temptation to relapse and is 100 per cent self-efficacious. This is last stage of the cycle.

The informational and support needs for individuals vary at each stage of the change process. Therefore, interventions using this theory must be tailored to meet the needs for each stage accordingly. It is also important to realize that individuals may never complete the change process or that it may take individuals multiple attempts to work through the change process (Glanz et al., 2008). *Table 32* below demonstrates how the model

can be used to guide a bystander intervention for adolescents to prevent sexual violence (adapted from Banyard, Eckstein & Moynihan, 2010).

### Interpersonal level

#### SOCIAL NETWORK AND SOCIAL SUPPORT

Social network theory posits that, more often than not, an individual makes decisions that are shaped by group relationships, expectations, and social/cultural norms (Ulin, Robinson & Tolley, 2005). Social networks are the connections between individuals. These connections can be important sources of social support, both positive and negative. As *Figure 55* shows, there are four types of social support.

**Table 32: Applying the transtheoretical model to sexual violence prevention**

CONSTRUCT	DEFINITION	APPROACHES	APPLICATION TO VAC
Pre-contemplation	An individual has no intention of taking action within the next six months.	Promote awareness of the need to change; Provide personalized information about risks and benefits	Raise awareness of sexual violence using local and national statistics
Contemplation	An individual intends to take action within the next six months.	Motivate and encourage individuals to make plans to change	Educate participants on what it means to be a bystander for sexual violence and motivate them to think about what a bystander could do to prevent sexual violence
Preparation	A person intends to take action within the next thirty days and has already taken some behavioural steps in that direction.	Help individuals to create and implement action plans and goals for change.	Outline safe actions that participants can do to be a bystander. Use role-playing scenarios to help participants practise their intervening skills
Action	The person has changed the specific behaviour for less than six months.	Provide social support, problem-solving, feedback, and reinforcement	Create a space where participants can support each other and discuss challenges of being a bystander
Maintenance	The person has performed the desired behaviour for more than six months.	Provide reminders, help participants cope with challenges and avoid relapses	Encourage individuals to share bystander actions with others

**Figure 55: The four types of support**

<b>EMOTIONAL SUPPORT</b>	Provision of empathy, love, trust, and caring
<b>INSTRUMENTAL SUPPORT</b>	Provision of tangible aid and services to an individual in need
<b>INFORMATIONAL SUPPORT</b>	Provision of advice, suggestions, and information an individual can use to solve problems
<b>APPRAISAL SUPPORT</b>	Provision of information such as constructive feedback and affirmation for self-evaluation purposes

These relationships between individuals can also serve other functions. For C4D and VAC programming, it is important to examine who or what the sources of information within an individual’s network are, and who or what the most trusted source of information is. This information can identify key actors for VAC prevention initiatives and inform the selection of communication approaches and channels. This information can also help determine if an intervention should work to enhance or expand an existing social network. Monitoring social networks over time can provide information on the interpersonal communication results of a programme, such as whether more individuals are talking about VAC, or if social networks are growing. Understanding who is connected to whom, as well as the number and types of connections, can yield valuable information for programme design, implementation and evaluation.

Some key characteristics of social networks that may also be used for C4D and VAC planning and M&E are provided below (Table 33):

### Community level

#### COMMUNITY READINESS MODEL

The community readiness model applies many of the concepts from the stages-of-change theory for personal change and from diffusion of innovation’s individual decision-making process to a community (Edwards et al., 2000). The model defines community readiness as the degree to which a community is willing and prepared to take social action to address an issue, and outlines nine stages of readiness (Figure 56).

Even though the model looks linear, readiness levels can increase and decrease. The time it takes for a community to go from one level to another varies by community and by issue and is also influenced by the type of approach used to bring about social change and by external factors. To determine the stage of readiness of a community, we need to measure the attitudes, knowledge, efforts, activities, and resources of community members and leaders. This assessment process helps a community to identify its strengths and weaknesses, as well as barriers and facilitators to social action. Much like community building and organizing approaches, the community readiness model then works to derive and implement locally tailored solutions with the end goal of expanding those efforts so that they are fully community-owned. Table 34 below defines each of the stages of readiness and applies them to child marriage.

Figure 56: The community readiness model



Table 33: Applying some social network characteristics to VAC

CHARACTERISTICS	DEFINITION	VAC APPLICATION
Density	The extent to which network members know and interact with each other	Who are people talking to about VAC? Over time, are more discussions taking place as a result of a programme?
Homogeneity	The extent to which network members are demographically similar	Who are the individuals that bridge different groups of individuals? How could they be leveraged to disseminate VAC messaging?
Geographic dispersion	The extent to which network members live in close proximity to the focal person	Are programme messages reaching all intended audiences?
Strength	The extent to which social relationships offer emotional closeness	Do participants have someone to turn to if violence occurs or if violence is imminent?

**Table 34: Applying the community readiness model to child marriage**

STAGE OF READINESS	DEFINITION	APPLICATION TO VAC	
		Stages of readiness	Community readiness strategies
No awareness	VAC is normative and accepted	Child marriage is widely practised.	Raise awareness of child marriage
Denial / resistance	A community does not believe VAC is an issue, or believes that change is impossible	Community members especially fathers see no reason to stop marrying off their daughters who are under 18.	Raise awareness that child marriage is a problem in the community
Vague awareness	A community recognizes VAC is a problem but is not motivated to act.	Some community members realize that child marriage poses certain health risks for girls.	Raise awareness that the community can do something about child marriage
Preplanning	A community recognizes VAC is a problem and agrees something must be done	More community members recognize that child marriage is a problem and start to think about what can be done.	Raise awareness with concrete ideas to address child marriage
Preparation	A community sketches out a plan of action	The community meets to decide what can be done to prevent child marriage and who will do it.	Gather existing information to help plan child marriage prevention strategies
Initiation	A community implements an action plan	A few community members form a child marriage watch group.	Provide community-specific information about the child marriage watch group
Stabilization	The community has taken responsibility and there is on-going commitment to address VAC and sustain efforts.	The child marriage watch group grows in size as more community members participate.	Provide support for the child marriage watch group
Confirmation / expansion	The community works to expand and improve efforts to address VAC.	The community leader publicly endorses the child marriage watch group.	Expand and enhance the child marriage watch group
Community ownership	Most community members have detailed knowledge of local VAC efforts and the prevalence of VAC in their community.	Community leaders and families begin to publicly denounce child marriage.	Maintain momentum and diversify efforts

# APPENDIX C: BEST PRACTICES IN C4D INTERVENTIONS ADDRESSING VAC

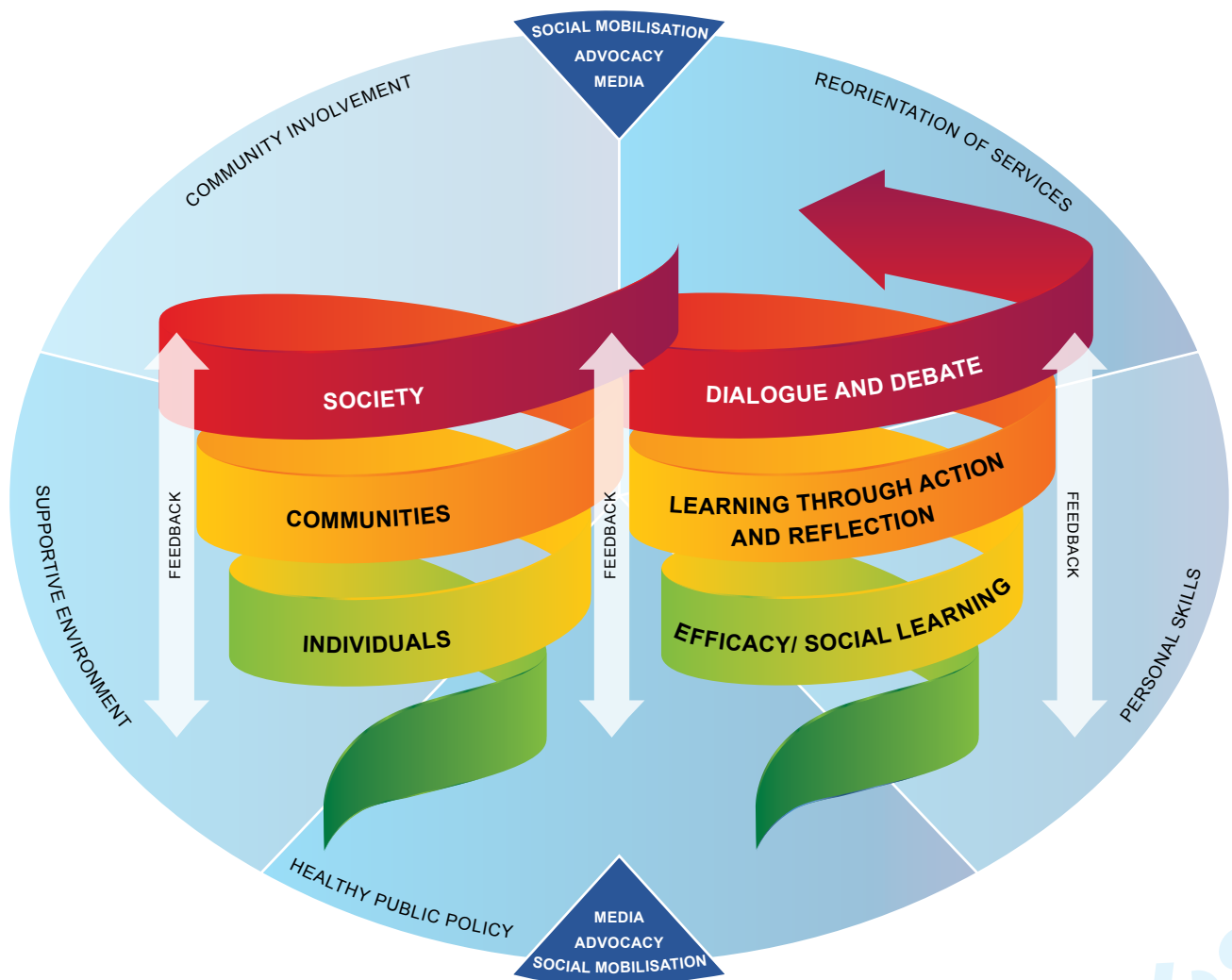
This appendix provides a collection of vignettes showcasing best practices from a number of strong C4D interventions that tackle a range of VAC issues.

## SOUL CITY: FOSTERING MULTI-LEVEL CHANGE

Data shows that successful programmes engage multiple stakeholders and use multiple C4D approaches. Here, we look at Soul City’s model of social and behaviour change (Figure 57). Domestic violence was a major theme in the fourth series

of Soul City. Soul City recognized early on that behaviour change interventions aimed solely at individuals have limited impact, so the intervention must address multiple, mutually reinforcing levels: individual, community and socio-political environment. At the individual level, Soul City sought to i) shift attitudes, awareness, knowledge, intentions and practice; ii) enhance self-efficacy; iii) increase supportive behaviours; and iv) connect people to support services. At the interpersonal and community level the objectives were to i) promote interpersonal and community dialogue; ii) promote

Figure 57: Soul City’s model of social and behaviour change



community action; and iii) shift social norms. At the societal level the programme aimed to i) increase public debate in the national media and ii) advocate for the speedy implementation of the Domestic Violence Act. To achieve these objectives, the programme used a multifaceted strategy combining advocacy, social mobilization and media. The high-quality multi-media campaign consisted of primetime radio and television dramas, print materials and community events based on the entertainment-education format. Entertainment education has been effective in promoting social change, self and collective efficacy, and role modelling of positive norms, attitudes and behaviours, such as help-seeking and help-giving actions. Community action and sustained advocacy were built into the narrative of the drama and other materials.

Soul City is noted for the robust evaluation that accompanies its programming. Soul City demonstrated a positive impact, reaching 86 per cent, 25 per cent, and 65 per cent of audiences through television, print booklets and radio, respectively. Shifts in knowledge around domestic violence were noted with 41 per cent of respondents hearing about the helpline. Additionally, attitudinal shifts were observed with a 10 per cent increase in respondents disagreeing that domestic violence was a private affair. Qualitative findings highlight an increase in women's and communities' sense of efficacy, enabling women to make more effective decisions around their health and communities to take action. At the policy level, the evaluation ascertains that the implementation of the Domestic Violence Act can largely be attributed to the intervention. The evaluation shows a strong association between exposure to the intervention components and a range of intermediary factors indicative of and necessary to bring about social change (Usdin, Scheepers, Goldstein & Japhet, 2005).

#### Key learnings from Soul City:

1. The need to address multiple levels of change, i.e. individual, community, and society, when designing C4D interventions to respond to VAC.
2. The importance of integrated approaches to ensure that changes in knowledge go hand in

hand with availability of services and supportive legislation. In this case it was the helpline and the Domestic Violence Act.

3. Intervention targeted social change at three levels (individual, community, and socio-political) by taking an ecological approach.

### ENGAGING CHILDREN: ENHANCING LIFE SKILLS AND SELF-EFFICACY

Child clubs or group training or education sessions for children and youth have been used for a range of violence-related issues in several countries. These efforts are typically broad-based, covering health, human rights, and the underlying gender norms that lead to many forms of violence and usually have a life skills component. The approach aims to provide a platform to generate dialogue and raise awareness about such issues, along with building skills in critical thinking, decision making, negotiation, and conflict resolution. The clubs may be part of a larger mediated communication strategy or may stand alone, focusing on interpersonal communication, life skills, peer counselling or mentoring.

In Bangladesh, the *Kishori Abhijan* (Adolescent Girls' Adventure) programme provided a safe space for, and life skills training to, adolescent girls, with the aim of delaying the age of marriage, promoting school retention and increasing girls' mobility and economic independence. Girls' clubs would meet on a weekly basis and included peer mentoring. Life skills training consisted of enhancing self-esteem and leadership skills and providing education related to gender roles and discrimination, health and nutrition, and legislation and legal rights. There was a particular emphasis on early marriage and girls' and women's rights. Livelihood training included vocational skills such as poultry care, handicrafts, sewing, photography and teacher training. Initiated by UNICEF in 2001 as a pilot intervention to test whether livelihoods opportunities could ameliorate the situation of early marriage and other adverse outcomes for girls in rural Bangladesh, *Kishori Abhijan* has shown increased knowledge about health, family planning, nutrition and the causes of disease. The



girls enjoyed greater mobility, as measured by reported activities such as meeting friends, visiting neighbours and moving about autonomously in the village. For younger girls (aged 12–14) in the poorest district, the programme contributed to improved school-enrolment rates and lower marriage rates (Amin, 2011).

Many mediated interventions commonly use clubs to foster group listening or viewing followed by discussion. For example, Soul Buddyz, the children's arm of the Soul City Institute, uses a multi-media platform that includes TV, radio, life skills, parenting publications and Soul Buddyz clubs. According to Soul City Institute, there are over 8,642 Soul Buddyz Clubs with over 140,000 children participating in club activities. It is a national movement for children aged 8-14 years and provides a space where children come together to learn, play, develop skills, read, and act as agents for change in their schools and communities. Soul Buddyz was designed to promote health and well-being of children, focusing on children's rights, valuing and respecting other children, role modelling good behaviour towards elders, and positioning children as valuable yet vulnerable members of society (Figure 58). Conveyed through television, radio and print learner material, the stories closely reflect the lives, struggles and joys of children in South Africa. This model of child club allows for community-based engagement that is directly linked to the media messages. Furthermore, viewers relate to and look up to the attractive and engaging characters. Some highlights of the Soul Buddyz clubs include

- ✔ The Soul Buddyz Clubs programme is implemented in all nine provinces, which extends the fun, learning, and active participation from the TV screen
- ✔ Established in 2003, Soul Buddyz Clubs are the result of children wanting to join the club after watching the popular children's TV drama
- ✔ Regular club meetings are held
- ✔ Discussions and debates on important themes are organized and school-based competitions are planned (seven competitions are run per year)

- ✔ Members get to become Soul Buddyz themselves (example of role modelling) by engaging with special material, activities, meetings and events that are run by trained Soul Buddyz facilitators (educators or librarians).

**Key learnings from child engagement:**

1. Children are important agents of change and must be given the space for group discussion, dialogue and peer support to be able to speak up and take actions to end VAC.
2. Increasing awareness, along with building individual and collective efficacy, is vital for preventing and responding to violence.
3. Child participation becomes a critical aspect for C4D efforts addressing child protection and violence prevention, as children need to be able to make safer choices and seek support when needed.

Figure 58: Soul Buddyz Poster



## **ENDING CHILD MARRIAGE: PROMOTING SOCIAL CHANGE IN YEMEN**

We have highlighted in several places that violence is a complex issue requiring a social change approach. Social change requires participation, dialogue and community engagement, all of which are labour and time intensive. Remember, social change takes time and requires sustained efforts. A short, intensive intervention like a media campaign during special events (e.g. international day of the girl child, or 16 days of activism against gender-based violence) may bring the issue to the public attention and begin generating dialogue, but complementary and continuous activities will need to follow for long-term change. One good example comes from an intervention to end child marriage in Yemen. The “Safe Age of Marriage” programme aimed to delay marriage and reduce maternal and neonatal mortality by changing social norms about the value of girl children. A community-based pilot intervention was implemented in Al-Sawdah and Al-Soodah districts in Yemen’s Amran governorate in 2009. The objectives of the programme were: i) to improve community knowledge of the social and health consequences of child marriage; ii) to strengthen community support for keeping girls in school as an alternative to child marriage; and iii) to secure endorsement of increased age of marriage by religious leaders and other stakeholders.

Male and female volunteer community educators, including religious leaders and nurse midwives, were selected and trained to conduct outreach activities with families. Each community educator was expected to hold a minimum of four awareness-raising sessions per month, using a range of techniques, such as discussions, role-plays, storytelling, poetry recitations and debates. These sessions were held in schools, literacy classes, health centres, mosques, Yemeni Women’s Union branches and other social gatherings.

Community events such as monthly fairs, mobile clinics and speeches by local authorities, ministry officials and religious leaders were also organized, and a film was screened showing the story of a young Yemeni girl who got married early and died during child birth. The movie screening would be followed by facilitated discussion on the consequences of

early marriage. School students were organized to perform plays about child marriage, and a magazine competition was initiated where students from 20 schools contributed poems, stories and drawings on the risks of early marriage and the importance of staying in school. Plaques were awarded to “model families” who had delayed the marriage of their daughters and ensured that they completed the 12th grade. The awards were distributed at the end of project ceremony officiated by the Amran Governor, thereby recognizing these families publicly.

This project highlights several community-based efforts that together served to generate a “buzz” about the issue. During the one-year pilot programme, community educators conducted over 1,316 outreach interventions, reaching nearly 29,000 people and were instrumental in postponing or preventing 53 girl-child and 26 boy-child marriages. In order to further bolster the community-based efforts, print material such as newsletters and brochures were distributed, and three radio messages were aired daily. The Ministry of Religious Affairs in Amran asked all religious leaders to include child marriage messages in their Friday sermon. The programme has been scaled up in two additional districts and is partnering with a larger number of religious leaders to address the religious beliefs and misconceptions that promote child marriage. There is also a push to advocate for a law that prohibits marriage under the age of 17 (USAID, 2010). Though only a pilot and limited in scope, this programme serves to showcase the community mobilization that must occur for social or norm change to take place. Engaging local influentials such as religious leaders, organizing community events, recognizing positive role models, and conducting regular community sessions for people to come together and discuss issues are necessary for social change to occur.

### **Key learnings from the social change approach in Yemen:**

1. Addressing social norms, such as with child marriage, requires long-term investments. VAC-related communication efforts need to go beyond short-term campaigns and ensure sustained community engagement, public events and local activities.

- Partnering with key influentials, such as religious leaders, is vital for bringing about community-level change to denounce certain norms and promote new ones.
- Public recognition of positive role models and families that have delayed marriage or kept girls in school or practised positive discipline can motivate others to follow.

### **CORPROVISIONARIOS EFFORTS TO END DOMESTIC VIOLENCE: PROMOTING NEW NORMS**

Let us look at one more example of changing norms related to domestic violence, this one in Barrancabermeja, Colombia.

**STEP 1 DIAGNOSIS:** To understand the issues facing the people of Barrancabermeja, researchers at *Corpovisionarios* used a mixed-methods interdisciplinary approach, including a large-scale survey, interviews, focus groups, participatory tools and analysis of existing data, including information about other programmes already in place. Children were asked to draw how they see their community. Additional analysis revealed that intimate partner violence was a major problem in Barrancabermeja.

**STEP 2 PRIORITIZATION:** *Corpovisionarios* engaged the community in identifying what issue they would like to address. Five potential problems or issues were presented, and a series of community meetings were held to determine which issue to focus on. This allowed the community to make decisions and generated a sense of ownership.

**STEP 3 ENGAGEMENT:** *Corpovisionarios* implemented programmes to address the problem of domestic violence in partnership with community members. They used several creative strategies:

- ✔ Whistles against abuse: 20,000 were distributed along with a card with instructions on “communication better.” The distribution event was visible and shown on TV and local media.
- ✔ Theatre-forum: 75 public theatre performances on partner violence. When someone intervened, discussion among spectators was facilitated by the actors.
- ✔ VACCine against violence: Conducted by trained psychologists, people took them seriously.
- ✔ Zero Hour: A new starting point and a massive event in the central plaza

#### **Text box 7: Principles for changing social norms**

##### **Fundamental principles for changing social norms**

**BE DELIBERATIVE, NOT DIDACTIC OR MANIPULATIVE:**

Favour deliberative processes that mobilize core values already shared, rather than top-down strategies that employ overly negative messaging. People need shared reasons to change.

**BE PARTICIPATORY:** Involve the whole community in a participatory process that decides the nature and direction of change.

**MAKE KNOWLEDGE PUBLIC, NOT PRIVATE:** Everyone must see that others want to change. Everyone must see that everyone else is changing.

**BE CREATIVE:** Look to art, music, and stories to bring about norms change.

*(Adapted from: Bicchieri and Penn Social Norms Training and Consulting Group, 2016)*

*Corpovisionarios'* model engaged community members from the initial planning stages to actual implementation. Highly visible, participatory and deliberative activities were used. This innovative approach yielded significant results, with a marked decrease (22 per cent in the first year and 23 per cent in the second year) in the incidence of domestic violence between 2009- 2011 in Barrancabermeja (Bicchieri and Penn Social Norms Training and Consulting Group, 2016).

#### **Key learnings from Corpovisionarios' approach:**

- This case study emphasizes the role of community-based activities and making new norms public and highly visible.
- Understanding why certain issues exist from a social norms lens is important when addressing VAC. The drivers or determinants of the issue must be understood. Furthermore, given the complexity of VAC, multiple sources and types of data are required to design a C4D intervention.

## **MINGA PERU: ENGAGING COMMUNITIES FOR SUSTAINABLE CHANGE**

Minga Peru's radio programme *Bienvenida Salud* (Welcome to Health) has been on air in the Peruvian Amazon for almost two decades, reaching over 120,000 listeners. Addressing issues of social justice, health, human rights and violence, the programme content is shaped by listeners. Audience input through letters is a way to ensure that passive listeners become active radio producers and also ensures that the storyline and themes are real and relevant to the lives of the indigenous population. To date over 40,000 letters have been received from the furthest reaches of the jungle.

In addition to the radio programme, Minga has a large network of female promoters (*Promotora Comunitaria*) who provide outreach and leadership on rights-based issues in their communities. These women are nominated by the community members and provide ground-based support reinforcing radio messages and training the community on issues they have learned at Minga Peru's capacity-building workshops. Each woman trains an additional 5 to 20 women, resulting in a large network of women leaders who are communicators, local entrepreneurs and role models. As part of an adolescent engagement initiative, Minga works with student peer trainers across rural schools. Much of the listening in these communities is communal, which is well-suited for dialogue and has brought personal issues into public discourse.

The region faces several challenges related to reproductive health and human rights, particularly rights of indigenous people and domestic violence, which affects families and children. Minga realized early on that to bring about change, it was not enough simply to train

women, and began to work with men and children. Minga's efforts have resulted in individual-, family- and community-level change. Over time, male attitudes have transformed and spouses who were previously resistant to their partners working with Minga are now proud to be associated with these empowered women leaders, giving way to new norms of masculinity. Women, too, have gained a sense of confidence and respect and no longer experience the shame or embarrassment they felt before. Minga's model recognizes the role of dialogue and interpersonal outreach along with context-specific, tailored communication material. The programme's success also reflects the importance of long-term engagement and participation (Sengupta and Elias, 2012).

### **Key learnings from Minga Peru:**

1. Mediated messages go hand in hand with interpersonal outreach. For sensitive issues like VAC, the female promoters played a critical role in reinforcing the message, providing peer counselling, community support and leadership.
2. Local contextualization is the core of Minga's approach. Addressing violence requires understanding of the context and prioritizing of local beliefs and practices. Messages considered effective in the capital, Lima, would not have been understood or effective among indigenous population in the Amazon region.
3. Engaging men as partners is important for ending violence against children and women. Fathers and male relatives have a big role to play in ending violence and promoting gender equitable norms, and communication interventions need to address the role of men and boys in both messages and activities.

# APPENDIX D: PARTICIPATORY RESEARCH TECHNIQUES

This section provides an overview of participatory research techniques that can be used in conjunction with more traditional methods such as focus group discussions, in-depth interviews and surveys. These methods can be used in formative research, process monitoring, and impact assessment. In fact, these methods can also be embedded within programmes as activities. In this way, these techniques can serve a dual evaluation and programmatic function.

## ASK 5

The Ask 5 tool consists of five short filter questions. Filter questions are very common in survey research and serve to check whether or not a participant is qualified to answer a question or is telling the truth. How can this be used for VAC? Well, we know that VAC and school attendance are interrelated. In fact, school attendance is considered a protective factor for several VAC issues: child labour, child marriage, trafficking, gender-based violence, and gang violence. Ask 5 can be used as a tool to assess school attendance among children and adolescents. This information can be used to validate school records and to provide a robust estimate of regular school attendance. Questions can include: *What time did you come home from school on Monday? What are you learning in Science class? What was the last holiday celebrated at your school?*

## DIRECT OBSERVATIONS

Direct observations involve gathering data by making note of things as they happen. Observations can capture the frequency and/or intensity of a behaviour and can be done in an unobtrusive manner (Guest, Namey, & Mitchell, 2013). Observations are a great way of confirming if individuals are doing what they claim to be doing, especially when it comes to sensitive issues (e.g. corporal punishment). Observational data can enrich our understanding of gender dynamics and its influence on behaviour change, and if data is collected over time, can help illuminate patterns and trends. However, this data

is limited to what is observed. The day and time of data collection can easily skew the data, hence the importance of conducting multiple observations at different times and settings. One example where direct observations have been used for VAC is a study in Ghana, which used structured classroom observations to validate teachers' self-reported data on the use of corporal punishment as a form of discipline (Agbenyega, 2006). Another example is that of a home visitation programme for low-income families addressing corporal punishment, which used household observations to assess parent-child interactions and safety levels of the home environment (Wagner, Spiker, & Inman Linn, 2002).

## SOCIAL NETWORK MAPS

Individuals seldom make decisions alone. Rather, individuals are influenced by group relationships, norms and expectations (Ulin, Robinson, & Tolley, 2005). Social network maps are a way of diagramming who talks to whom and about what. Mapping social networks lets us see how individuals are connected, which in turn helps us understand and uncover how information flows through a network. By examining these relational patterns, network maps can be utilized to identify where and how to make changes, and who the key change agents are.

Two examples demonstrate how social network mapping can be used in the context of VAC programming.

In Parsa, Nepal, maps were created with the Para-Legal Committee (also known as the Gender-based Violence Watch Group) to better understand the individuals and institutions that the committee could turn to for help in their endeavours to prevent child marriage and domestic violence ("allies"), as well as the people and institutions that were perceived as working against them ("barriers"). Two photos from this social network mapping activities are displayed in (Figure 59).

**Figure 59: Social network mapping in Parsa, Nepal**

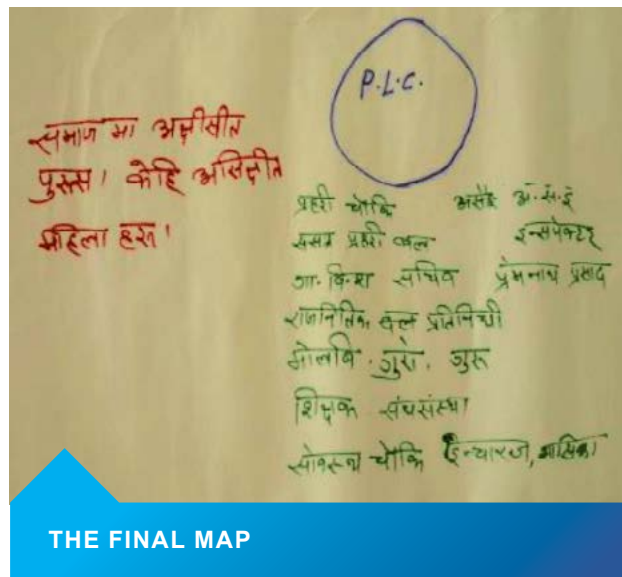


In San Francisco, a group of families who had a child under 7 years of age that had suffered from neglect were asked to draw maps identifying sources of social support: household, other family, people at work/school, friends/neighbours, and other contacts (Roditti, 2005). This was used to get a sense of who could support these vulnerable children.

### BODY MAPPING

Body mapping is a visual technique that uses diagrams of part or all of the body to start a discussion about a sensitive topic or event. While it has been used in health research to examine knowledge about reproduction, it can and has been adapted to understand experiences with violence. Body mapping is often a group-based activity that asks children to actively trace their bodies on a piece of paper and then fill in these images with pictures or text that communicate their experience. This method can be used with older children, and works best when children work on them individually and then discussions are had more broadly about shared experiences (Crivello et al., 2009).

Body maps are already used in many countries for official reports of abuse. Children are presented with an image of a body and asked to point or make markings on the map to indicate where harm has been exacted or felt. These serve as records of what is seen/heard/felt for the child. They include both drawings and written descriptions of the



injuries. Several of the authors working with UNICEF Jamaica tested the viability of using body maps to explore children’s experiences with physical and psychological violence (Figure 60). Participants described the fictional character’s experience of being punished through a series of questions focused on the five senses (i.e. What do the eyes see? What do the ears hear? etc.). Looking ahead, body maps could also be used to describe the experiences girls undergo during FGM. Participants could draw or describe in words the experience of being cut. This

**Figure 60: Body mapping physical and psychological VAC in Jamaica**



could be done as a guided session in which more direct questions are asked or could be more free-flowing in which children draw, write, or describe what speaks most deeply to them with a debriefing discussion held afterward. Sharing the body maps with communities could help promote social action towards eliminating the practice of cutting.

### MOST SIGNIFICANT CHANGE

Most significant change stories<sup>35</sup> give participants an opportunity to reflect upon their involvement in an intervention and any changes they identify with or feel have had a significant impact on their lives, their family, peers and community. The most significant change approach leverages stories as a means of assessing an intervention's impact. It uses both a systematic and subjective approach. It is subjective in that participants decide what changes to record, and it is systematic in that all participants are asked the same question (Byrne et al., 2005). The stories can shed light on the impact an intervention is having (or not having) and also the processes by which social and behaviour change is taking shape (Davies & Dart, 2005).

As mentioned at the very beginning of this resource, most significant change was one of the techniques used to monitor the impact that the Bell Bajao! campaign was having on those it reached (Aleya, 2012). The *Kishori Abhijan* project in Bangladesh

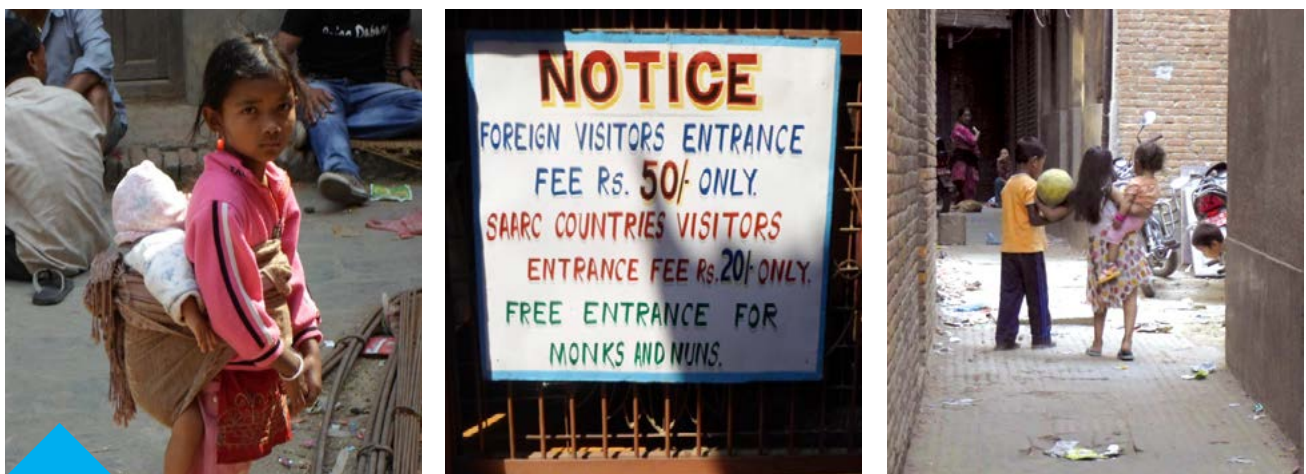
had the adolescent girl participants write stories about the most important changes they experienced as a result of their involvement in the initiative. These stories were used to monitor the programme, and captured both project successes and failures in empowering girls and preventing child marriage.

### PHOTO VOICE

Photo voice is a data collection technique in which individuals are provided with cameras enabling them to capture scenes that are representative of their lives and convey their perceptions and experiences in more depth than words often do. Visual images are an easy way to get groups to think critically about important community issues and discuss the social, cultural, economic, and political forces at play. As cameras are increasingly easy to use, the images can be taken by virtually anyone. Giving individuals cameras (or tablets with camera functionality) recognizes and leverages their expertise and allows researchers to gain an insider perspective. In so doing, photo voice can help empower marginalized and vulnerable populations as it gives a voice to those who are often unheard and makes the invisible visible.

For VAC programming, photo voice can be used to generate a local understanding of what violence means and what it looks like, and where it occurs. Some of the authors were involved in field-based

Figure 61: Photo voice on discrimination with adolescents in Kathmandu, Nepal



WHAT DOES DISCRIMINATION MEAN TO YOU?

35 For more on MSC, see pgs. 81-82 of Lennie & Tachi (2011).

pretesting in Nepal, where adolescents were given cameras and asked to walk around Kathmandu taking photos of what they believed to be representative of discrimination (Figure 61). In Philadelphia (USA), youth in a government-affiliated summer programme were asked to use photo voice to describe and draw attention to areas in their communities that they believed embodied violence, as well as photograph community assets. A debriefing session afterwards facilitated a discussion on the roots of violence in their community (Chonody et al., 2012).

### TRANSECT WALK/ COMMUNITY MAPPING

A transect walk is a simple tool that allows researchers, together with community members, “to observe, to listen, and to ask questions which would enable [the] identification of problems and collectively evolve solutions” (World Bank, n.d., p. 1). A transect walk can illuminate issues pertaining to social structures, mobility and public/community assets. By understanding the impacts of both environmental and social factors in a community, a transect walk takes stock of the current situation in a community while also serving as an entry-point for more in-depth analysis. A community mapping exercise, as well as a discussion with local analysts typically accompanies the walk. It is at this point that the generation of local solutions can occur. Mapping activities empower individuals to capitalize on their collective knowledge in order to diagnose problems and devise local solutions to issues of importance to them. Maps can also be used to identify community members and potential role models to interview at a later date.

In Malawi, transect walks have been used to map school-related gender-based violence. Children and facilitators mapped unsafe spots and discussed any other issues children faced when walking to and from school (Centre for Educational Research and Training and DevTech Systems, Inc., 2008). Similarly, children in Guyana drew maps that included their home, as well as places in the community, which were bad/scary/unsafe or where violence took place. Children were also asked whether their home was a happy place (Cabral & Speek-Warnery, 2005).

### CARD SORTING

Card sorting is a technique that uses a list of terms/categories concerning a given topic and asks participants to sort them into piles in accordance with their own logic. These categories can be generated by researchers prior to the intervention or can be developed in conjunction with community members (Ulin et.al, 2005). This is a useful strategy to understand the categorizations in a given context. For instance, card sorting was used with a group of children in Jamaica to understand their conceptions of physical and psychological violence. Their classification was then compared to standard definitions of physical and psychological violence (Figure 62).

Related to this, the Family Stereotypes Card Sort is a validated tool used to assess stereotyped beliefs about the family that children might believe to be true (Graham-Bermann & Brescoll, 2000). Examples of some of the stereotypes include: *The woman and children belong to the man, he owns them. Fathers have a right to hit their children whenever they want. The police cannot tell fathers what to do when they are inside their own house.* Children are shown each card and asked how much they agree with the statement using a four-point scale.

**Figure 62:** Card sorting type of physical and psychological violence in Jamaica



**BOYS SORTING DIFFERENT TYPES OF VIOLENCE**





# APPENDIX E: THE GO GIRLS! INITIATIVE PROGRAMME SPOTLIGHT REPORT

## BACKGROUND

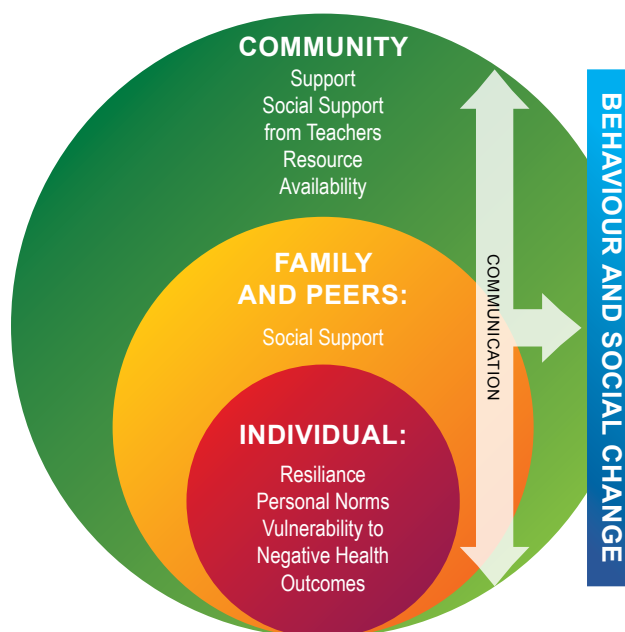
Girl's education is important for increasing the earning potential of women, delaying childbearing, reducing HIV risk, and improving the health of women and children (UNICEF, 2007; Levine et al., 2009). Likewise, educating girls is a cost-effective way to address economic development of countries (Tembon and Fort 2008). In spite of all the benefits of keeping girls in school, sexual harassment by teachers against girls threatens how safe girls feel and whether they remain in school. The Go Girls! Initiative (GGI) was developed to foster a safe environment for girls, in turn reducing girls' vulnerability to HIV (Schwandt & Underwood, 2016).

## PLAN

Guided by the goal of making a more protective environment for adolescent girls in Botswana, Malawi, and Mozambique, a situation assessment was conducted using a literature review and 35 focus group discussions with boys and girls, men and women, and community leaders (Underwood et al, 2011a; Schwandt & Underwood, 2016). Community mapping, a type of participatory research, was completed as part of these focus group discussions to identify safe and unsafe spaces for girls in the community. The data revealed contrasts between younger girls, who identified schools as safe, and older adolescent girls who reported that schools were not safe due to teachers demanding sex in exchange for better grades. This finding became the motivation behind the goal of GGI to reduce sexual violence (Underwood et al, 2011a; Schwandt & Underwood, 2016).

The Social Ecological Model (SEM), Paulo Freire's theories, ideation, and social norms theory were adopted to develop the conceptual framework for GGI (Schwandt & Underwood, 2016). *Figure 64* illustrates the factors identified at each level of influence and how communication is posited as the driver of social and behaviour change (Schwandt & Underwood, 2016).

Figure 64: GGI social ecological model



Implementation communities were purposefully selected based upon matching key demographic characteristics, specifically:

- ✔ HIV prevalence
- ✔ population size
- ✔ accessibility, and
- ✔ availability of NGOs to help implement the programme (Schwandt & Underwood, 2016).

A simple monitoring tool was developed which asked girls how safe they felt in school: very safe, somewhat safe, neutral, not very safe, and not at all safe. They also reported whether six specific teacher behaviours had increased, decreased, or remained the same (Schwandt & Underwood, 2016):

- ✔ encouraging girls to participate in class;
- ✔ encouraging girls to excel in math;
- ✔ encouraging girls to stay in school;

- ✔ mostly calling on boys in class;
- ✔ using physical punishment; and
- ✔ demanding sex in exchange for good grades or other ‘favours.’

**DESIGN AND DELIVER**

Complementing the SEM in the conceptual framework, multiple communication approaches were developed to reach primary, secondary, and tertiary audiences (Figure 65) (Schwandt & Underwood, 2016). This case study focuses on school personnel training, which aimed to: increase knowledge of their role in girls’ vulnerability to HIV, increase positive

discipline and gender-equitable practices, and equip them with the skills to establish and maintain a safe learning environment. By promoting a sense of personal responsibility in the health and well-being of girls, GGI positions school personnel as agents of change with the skills and knowledge to protect girls and make schools a safe environment for them.

The school personnel training consisted of a 3-4-day workshop with a total of 14 sessions. All school personnel working with girls 10-17 years old were included. See Table 35 for a complete list of session topics, learning objectives, and respective activities (Schwandt & Underwood, 2016).

Figure 65: Components of GGI



**Table 35: Go Girls Initiative school personnel training sessions, learning objectives, and activities**

SESSION #	TITLE	ACTIVITIES
1	<b>Why participate in the Program?</b>	State the purpose of the program.
		Compare their expectations with the training objectives.
		Brainstorm and agree on ground rules.
		List and describe ways in which girls are especially vulnerable to HIV in their community.
2	<b>What Difference Can School Personnel Make?</b>	Identify qualities of a good teacher.
		Identify a teacher's role as a change agent.
		Use at least one strategy to more positively influence their pupils' hopes and dreams.
		State at least 3 ways they can create a safe learning environment.
3	<b>Gender or Sex?</b>	Describe the difference between gender and sex.
		Describe why it is important to distinguish between gender and sex.
		Understand the messages society sends to men and women based on their gender.
4	<b>Gender, Education, and the Classroom</b>	Compare the different challenges for male and female students in the classroom.
		Identify their role as change agents for gender equality in the classroom.
5	<b>Gender Equity as Protection from HIV</b>	Recognize the relationship between gender norms and girls' vulnerability to HIV/AIDS.
		Identify how teachers and other school personnel can help reduce that risk by being role models for gender equity.
6	<b>Violence in our Schools</b>	Identify the three types of violence that take place in schools: psychological, sexual and physical and how they differ for boy and girl students.
		Identify the relationship between violence in school, girls' education, and HIV.
7	<b>Communicating with Young People</b>	Describe the three positive communication skills to use with young people.
		Explain the importance of using these skills to communicate with young people.
		Feel comfortable using these skills to communicate with young people.
8	<b>Why Should We Teach Life Skills?</b>	Identify life skills that might help young people avoid HIV/ AIDS.
		Identify the importance of teaching life skills and addressing areas of vulnerability in an HIV prevention curriculum.
		Identify challenges to teaching life skills and develop strategies to overcome those challenges.
9	<b>My Values, Your Values, and Life Skills</b>	Explore personal values related to the content taught in Life Skills classes.
		Discuss how individual perspective affects personal values.
10	<b>Who has the Power?</b>	Define the types of power.
		Identify the impact of power on adult/child and pupil/teacher relationships.
		Name ways that abuse of power increases girls' vulnerability.
11	<b>Coercion and Consent</b>	Define coercion and consent.
		Explain how power and coercion affect one's ability to give consent or not to give consent.
12	<b>Code of Conduct</b>	Assess whether there is a "Code of Silence" in their schools.
		Apply the teachers Code of Conduct to identify professional behaviour that is expected of teachers.
13	<b>Providing Support to Students in Need</b>	Use basic listening skills when talking with pupils.
		Recognize ways in which school personnel can provide a supportive and safe environment for pupils needing help.
14	<b>School Personnel Take Action!</b>	Write a personal pledge to provide a safe and supportive learning environment (individual action).
		Create an action plan for applying what they've learned in their classroom and school (action by group).

Process evaluations were conducted throughout the year the programme was implemented (Schwandt & Underwood, 2016). Facilitators and participants filled out forms to examine programme satisfaction, fidelity, dose delivered, and dose received. Qualitative data was also collected through key informant interviews and focus group discussions with facilitators, community leaders, and the teachers and staff who participated in the programme. Findings of the process evaluation were (Schwandt & Underwood, 2016):

- ✔ GGI was positively received.
- ✔ Knowledge of girl's vulnerability to HIV increased.
- ✔ Understanding of the role the school plays in reducing HIV risk increased.
- ✔ Awareness of power, gender, and sex differences was raised.
- ✔ School personnel felt inspired to act in ways that protect the health of girls.
- ✔ Code of Conduct introduced in the training was deemed helpful for providing clear "cues to action" guiding health-promoting behaviour.

## EVALUATE

Among the 16 intervention communities within Botswana, Malawi, and Mozambique, households were randomly selected following a listing activity (Schwandt & Underwood, 2016). From these households, a total of 1,249 girls were selected for participation. The evaluation took place three months after the conclusion of the one-year long programme.

There were no significant differences among girls in the intervention and comparison groups in Malawi and Mozambique (Schwandt & Underwood, 2016). In Botswana, intervention girls reported that significantly more teachers encouraged them to excel in math and encouraged them to stay in school. Significantly fewer intervention girls in Botswana reported that teachers mostly called on boys in class, used corporal punishment, and offered better grades in exchange for sexual favours. After controlling for all factors, multivariate logistic regression showed that the odds of reporting that school personnel demanded sex in exchange for better grades was 2.6 times lower among intervention girls versus comparison girls. Significantly more girls in Botswana also reported feeling safe in school versus girls not in intervention schools (Schwandt & Underwood, 2016).

## LESSONS LEARNED

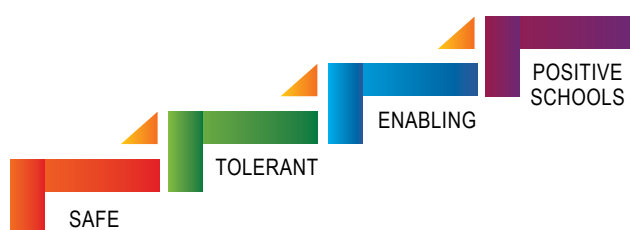
The reason that the personnel training component of GGI achieved all but one of its objectives in Botswana but not in Malawi and Mozambique is attributed to higher levels of structural and systemic support in Botswana (Schwandt & Underwood, 2016). Botswana is a middle-income country with more resources allocated to schools and more support for school personnel. As such, it is possible that school personnel in Botswana had more positive beliefs, were confident in their abilities to follow the Code of Conduct and faced greater accountability. Tackling violence against children in and around schools at different SEM levels was also critical, specifically implementing community and systemic support mechanisms in addition to increasing communication, knowledge, and skills building (Schwandt & Underwood, 2016).

# APPENDIX F: UNICEF BULGARIA PROGRAMME SPOTLIGHT REPORT

## BACKGROUND

UNICEF and the World Health Organization commissioned formative research in 2013 with the Institute for Population and Human Studies on the health and behaviours of school-aged children in Bulgaria (UNICEF Bulgaria, n.d.a, n.d.b). It was found that almost one-third of students reported at least one encounter with VAC in and around school within the past year. In response, UNICEF and the government of the Republic of Bulgaria created a whole-school intervention running from 2018–2022 to prevent VAC and establish safe schools. The first component was a preliminary nationwide C4D campaign focused on social norms change. The second component, the S.T.E.P.S. Together programme (see Figure 66), is a national school-based intervention focused on social development created by the Bulgarian Ministry of Education and Science (MES) with support from UNICEF Bulgaria. This UNICEF Programme Spotlight focusses primarily on S.T.E.P.S. Together.

Figure 66: S.T.E.P.S. Together acronym



## PLAN

Due to a lack of comprehensive information, the first ever in-depth national research on the prevalence, state capacity, attitudes, and norms related to VAC is currently in progress (UNICEF Bulgaria, n.d.a, n.d.b). The objectives of this research were to:

- ✔ Analyse occurrence and forms of VAC;
- ✔ Assess capacity of state systems to identify, prevent, and respond to VAC; and
- ✔ Examine knowledge, attitudes, and practices around VAC among multiple stakeholders.

In addition, a tailored situation assessment is currently being undertaken in five schools that will also serve as pilot sites for S.T.E.P.S. Together (UNICEF Bulgaria, 2018, n.d.b). The purpose of the situation assessment is to obtain comprehensive information on knowledge, beliefs, misconceptions, attitudes, and practices related to VAC in and around schools. Preliminary results from both the national-level research and the situation assessment are being used to plan and design S.T.E.P.S. Together (UNICEF Bulgaria, n.d.b).

The overarching goal of S.T.E.P.S. Together is to foster a safe school environment free of violence and bullying. The objectives needed to achieve this goal include (UNICEF Bulgaria, 2014, 2018, n.d.c.):

- ✔ Supporting and promoting a school culture based on mutual respect, equal dignity, and justice;
- ✔ Promote informed and competent participation by all members of the school community; and
- ✔ Implement a whole-school approach by supporting activities at each level within the school.

S.T.E.P.S. Together is based on the understanding that reasons for violence may originate at several levels of the SEM, as seen in Figure 67 (UNICEF Bulgaria, n.d.a). Different activities of the intervention are being designed to ensure all levels of the SEM are accessed in order to achieve the goals and objectives from on multiple levels of influence.

Upon completion of the situation assessment, a baseline study will be conducted at the five pilot schools to form an evidence base (UNICEF Bulgaria, n.d.a, n.d.b). The baseline will be used to determine the prevalence of different types of VAC, the resources available, and the necessity for action. SMART and SPICED indicators tailored to address VAC in each of the pilot schools will be developed based on the baseline findings. Overall, the planning stage for S.T.E.P.S. Together includes (UNICEF Bulgaria, n.d.b):

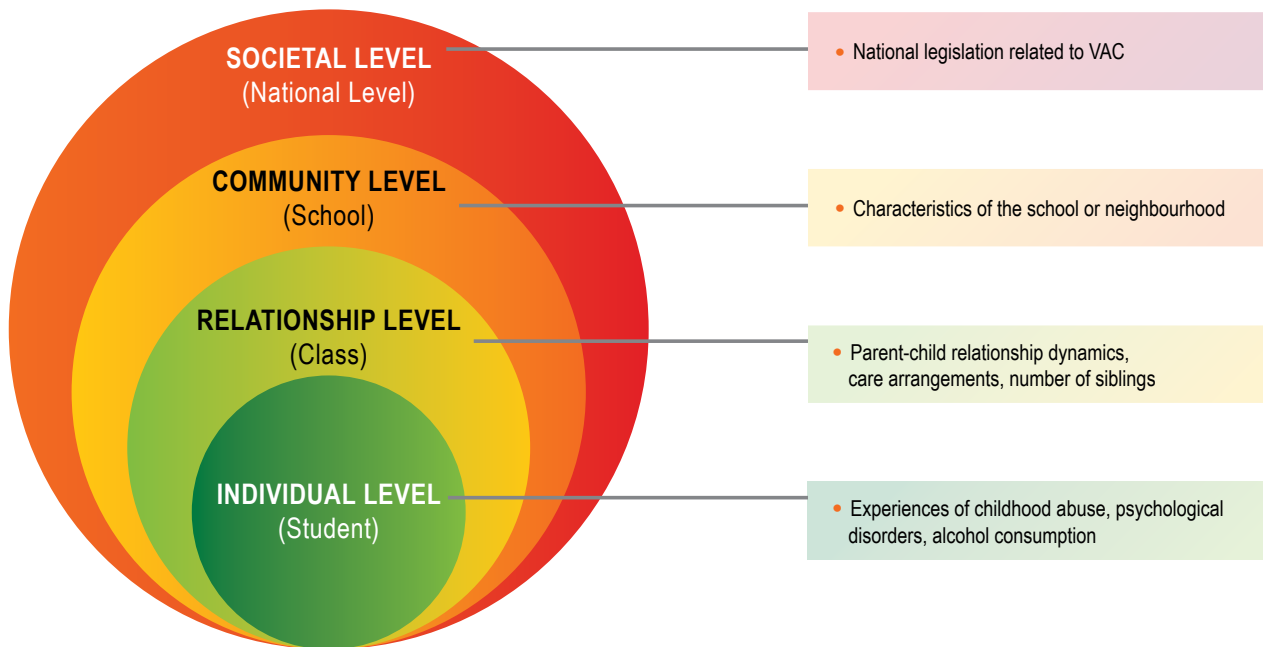
- ✔ Assessing the school environment and creating a school commitment to prevention work;
- ✔ Raising awareness and knowledge on VAC issues;
- ✔ Training of principals and coordination committees as part of the whole-school approach;
- ✔ Providing ongoing support and training of teachers concerning effective classroom management and communication with parents;
- ✔ Strengthening the school community through

student and parent participation;

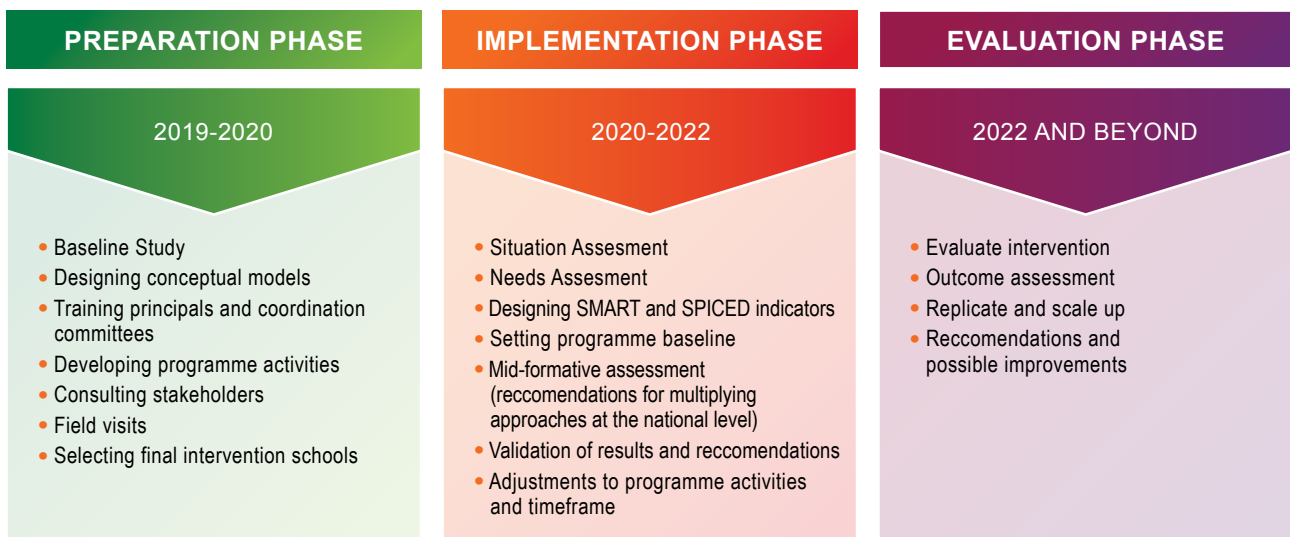
- ✔ Creating a student peer-to-peer support group;
- ✔ Reinstating a Restorative Justice value approach; and
- ✔ Planning for the implementation (Design and Deliver) and Evaluation phases.

Details on the specific actions developed in the Plan stage for S.T.E.P.S. Together is provided in *Figure 68* (UNICEF Bulgaria, 2018).

**Figure 67: S.T.E.P.S. Together conceptual framework**



**Figure 68: S.T.E.P.S Together timeline**



## DESIGN AND DELIVER

UNICEF Bulgaria's national survey (2017) found that the most favoured channels of communication and sources of information are traditional mass media, such as TV and radio (UNICEF Bulgaria, n.d.b). However, recent surveys, focus group discussions, and consultations have proposed that children and adolescents are shying away from traditional media and shifting towards digital platforms and social media. In particular, Bulgarian teenagers are drawn to Instagram, Snapchat, and YouTube followed by Facebook and Twitter. To accommodate these preferences, the design and delivery of the national C4D campaign leveraged a diverse range of communication channels and activities as seen below (UNICEF Bulgaria, n.d.b):

- ✔ Nationwide Communication for Social Change Campaign (2018-2019)
  - **WORLDS LARGEST LESSON:** will bring together children and adolescents, parents, teachers, local state authorities, social media influencers, and the broader community.
  - **YOUTH TALKS:** various media channels will engage and empower young people by providing the opportunity to share their experiences and views on VAC in and around schools to promote communication for social change.
  - **MOBILE VIRTUAL REALITY ROOM:** re-enacting VAC at school to improve the understanding of what constitutes VAC and its impacts.
  - Media awareness activities with human interest stories, discussions, promotional clips on TV and digital media.
    - » Shape UNICEF interventions in preventing and responding to school-based VAC.
    - » Conducted in the form of student roundtables, student-led discussions, and focus group discussions.
- ✔ S.T.E.P.S. Together Programme (2019-2022)
  - This component will involve the entire school community.
  - Activities include teachers and students working together to design curriculum, peer mentorship programmes, life and social skills training, and conflict resolution sessions which provide an outlet for expressing one's emotions.
  - Specific skills include:
    - » Positive discipline;
    - » Classroom management strategies;
    - » Coping with children with challenging behaviour;
    - » Using restorative approaches to repairing harm in relationships;
    - » Mediation to solve conflicts; and
    - » Capacities to report and intervene in violent situations.
  - There will also be a policy development component that engages students and parents.

As seen above, S.T.E.P.S. Together started with the nationwide campaign focused on social norms change and then was scaled up to include programme activities focussing on social development.

### INFORMATION AND EXAMPLES OF THE FOLLOWING ACTIVITIES ARE AVAILABLE ONLINE:

- World's Largest Lesson<sup>36</sup>
- Youth Talks<sup>37,38</sup>
- Mobile Virtual Realty Room<sup>39</sup>
- An animated video used by the campaign to show the many faces of VAC<sup>40</sup>
- A Public Service Announcement used by the campaign to raise awareness<sup>41</sup>

36 <https://www.youtube.com/watch?v=OZHwWi9Zock&feature=youtu.be>

37 <https://www.unicef.org/bulgaria/en/press-releases/unicef-and-mes-launch-campaign-together-against-violence-schools>

38 <https://www.youtube.com/watch?v=LZuYthxNYTA&feature=youtu.be>

39 <https://www.unicef.org/bulgaria/en/press-releases/unicef-recreates-violence-and-bullying-school-through-virtual-reality>

40 <https://www.youtube.com/watch?v=zdPncMqzJAM>

41 [https://www.youtube.com/watch?v=Ne94q2K5Nu4&list=UUIOSE4ZfFZM7C\\_q1b1JHgSg&index=29](https://www.youtube.com/watch?v=Ne94q2K5Nu4&list=UUIOSE4ZfFZM7C_q1b1JHgSg&index=29)



S.T.E.P.S. Together utilizes the whole-school approach, meaning the complete school community (children and adolescents, staff, school leaders, and parents) is involved. The focus of the S.T.E.P.S. Together activities is to (UNICEF Bulgaria, 2014, n.d.b):

- ✔ Raise awareness and readiness to work;
- ✔ Develop the management capacity to implement a whole-school approach;
- ✔ Support teaching professionals to cope with their role;
- ✔ Work with students on the prevention of violence;
- ✔ Increase parents' involvement in building a safe school environment; and
- ✔ Interact with the local community.

Schools will also be supported in developing policies to effectively implement specific measures to challenge violence and bullying to warrant a safe and empowering environment for children to learn and grow (UNICEF Bulgaria, n.d.b, n.d.c).

Monitoring the results from S.T.E.P.S. Together and making adjustments to the initiative will occur between mid 2020 – early 2021 (UNICEF Bulgaria, n.d.b). All materials, tools, and mechanisms developed and tested within the pilot intervention will be documented and disseminated through the MES. The proposed outcome indicator topics include (UNICEF Bulgaria, n.d.b):

- ✔ Students are able to respond to violence when it occurs (resolve among peers, share with an adult, or report to school officials);
- ✔ Teachers and staff promote non-violence in schools and being able to respond to violence when it occurs;
- ✔ Parents are engaged in prevention and respond to violence and bullying;
- ✔ The general public believes that no form of VAC in school should be justified.

The monitoring findings will be used to inform internal school policies and procedures as well as make adjustments to S.T.E.P.S. Together activities and messages.

## EVALUATE

The evaluation is planned for 2022 (see Figure 72). Evidence and knowledge generated through the evaluation of S.T.E.P.S. Together will inform national scale-up and a policy framework on VAC prevention and child protection in the education sector.

## LESSONS LEARNED

Taking the time to develop a Country Office C4D Taskforce, conduct a situational assessment in different schools, and conduct national research to understand the favoured channels of communication was critical in creating a holistic programme to reduce VAC in and around schools (Spasov, n.d.). In addition, coordinating mechanisms and assigning specific roles and responsibilities were vital and benefited the programme overall. The campaign relies solely on the participation of students, teachers, and the larger community. Engaging these groups in an open discussion of the underlying causes of VAC and tangible solutions was a beneficial approach.

In addition to active community engagement, when addressing VAC in schools there is a need for institutional partners. UNICEF Bulgaria has worked in conjunction with the Ministry of Education, primarily in areas of educational child protection, which requires their full participation. Likewise, striving for pro bono media partnerships is a strategy that allows to innovate in the use of communication channels. All actions must be coordinated with teachers so that they feel supported and understand their enhanced role in helping children. Building ownership among students and teachers, focusing on partnerships and scalability, and integrating the C4D approach makes the whole-school approach work and continue to move forward to address VAC (Spasov, n.d.).

*For more information on this initiative, please contact Ivaylo Spasov, [ispasov@unicef.org](mailto:ispasov@unicef.org) at UNICEF Bulgaria.*

# APPENDIX G: VAC IN SCHOOLS MEASUREMENT TOOLS

The following tables contain information about previously validated measurement tools used to measure a variety of constructs related to VAC in and around schools. The tools are split into six categories, bullying, cyberbullying, sexual violence, depression, self-efficacy, and

miscellaneous. Within these categories, the tools are separated by “know”, “feel”, and “do” indicator topics. The tool names are followed by a brief description in addition to reliability scores and evidence of validity. The last column contains a link to access the tool.

## BULLYING

INDICATOR TOPIC	TOOL NAME	DESCRIPTION	RELIABILITY	VALIDITY	LINK TO TOOL
Feel	Normative Beliefs about Aggression Scale (Guerra, 1997)	Youth perceptions of delinquent behaviour of other youth	A = 0.86 (alphas for specific items in link)	Valid for use with elementary school children and several different cultures	<a href="https://rcgd.isr.umich.edu/aggr/Measures/NormativeBeliefsAboutAggScale.2011.pdf">https://rcgd.isr.umich.edu/aggr/Measures/NormativeBeliefsAboutAggScale.2011.pdf</a>
Do	Illinois Bully Scale (Espelage & Holt, 2001)	Frequency of bullying behaviour at school in the past 30 days	A = 0.87 (Bullying) A = 0.83 (Fighting) A = 0.88 (Victimization)	Evidence of convergent and discriminant validity	<a href="https://www.cdc.gov/violenceprevention/pdf/bullycompendingium-a.pdf">https://www.cdc.gov/violenceprevention/pdf/bullycompendingium-a.pdf</a>
	Homophobic Content Agent Target Scale (HCAT; Poteat & Espelage, 2007)	Homophobic teasing perpetration and victimization	A = 0.77-0.85 (agent scale) A = 0.81-0.85 (target scale)	Evidence of Convergent and discriminant Validity	<a href="https://www.cdc.gov/violenceprevention/pdf/bullycompendingium-a.pdf">https://www.cdc.gov/violenceprevention/pdf/bullycompendingium-a.pdf</a>
	Participant Role Questionnaire (Salmivalli et al., 1996)	Participant roles in bullying situations and peer-reported victimization	A = 0.93 (Bully Scale) A = 0.95 (Assistant Scale) A = 0.90 (Reinforcer Scale) A = 0.89 (Defender) A = 0.88 (Outsider Scale)	Evidence of Concordant, Convergent, and Divergent Validity	<a href="https://www.cdc.gov/violenceprevention/pdf/bullycompendingium-a.pdf">https://www.cdc.gov/violenceprevention/pdf/bullycompendingium-a.pdf</a>
	Revised Olweus Bully/Victim Questionnaire (Olweus, 1996)	Self-reported bullying and self-reported victimization	A = 0.88 (Bully Perpetration) A = 0.87 (Bully Victimization)	High Construct Validity	<a href="https://www.cdc.gov/violenceprevention/pdf/bullycompendingium-a.pdf">https://www.cdc.gov/violenceprevention/pdf/bullycompendingium-a.pdf</a>  Only Sample questions available – must contact Hazelden Publishing for full tool
	Scale of Peer Victimization at School (Mynard & Joseph, 2000)	6-item measure assessing bully victimization problems at school.	A = 0.83	High content validity	<a href="https://www.cdc.gov/violenceprevention/pdf/bullycompendingium-a.pdf">https://www.cdc.gov/violenceprevention/pdf/bullycompendingium-a.pdf</a>
	University of Illinois Victimization Scale (Espelage & Holt, 2001)	Victimization from peers in past 30 days	A = 0.70 (Bullying) A = 0.80 (Fighting) A = 0.88 (Victimization) <a href="https://policylab.chop.edu/article/psychometric-properties-bully-fighting-and-victimization-scales-among-clinically-referred">https://policylab.chop.edu/article/psychometric-properties-bully-fighting-and-victimization-scales-among-clinically-referred</a>	Evidence of moderate construct validity	<a href="https://app.secondstep.org/Portals/0/G3/BPU/Evaluation_Tools/IllinoisBullyScaleStudent.pdf">https://app.secondstep.org/Portals/0/G3/BPU/Evaluation_Tools/IllinoisBullyScaleStudent.pdf</a>  Illinois Bully Scale – one section for bullying and one section for victimization

## CYBERBULLYING

INDICATOR TOPIC	TOOL NAME	DESCRIPTION	RELIABILITY	VALIDITY	LINK TO TOOL
Feel	Risk Behaviour Diagnostic (RBD) Scale (Witte, Cameron, McKeon, and Berkowitz's; 1996)	Susceptibility, risk assessment, and self-efficacy concerning behaviour in social relationships online and cyberbullying	A = 0.70 ( <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3564491/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3564491/</a> )	High degree of content, construct, and predictive validity	<a href="https://msu.edu/~wittek/rbd.htm">https://msu.edu/~wittek/rbd.htm</a>
Do	Cyberbullying: Screening of Peer Harassment (Garaigordobil, 2013)	Report if they have suffered, carried out, and seen bullying behaviours (physical, verbal, social, and psychological aggressive behaviours) and 15 cyberbullying behaviours in the past year	A = 0.91	Strong convergent and discriminant validity	<a href="https://pdfs.semanticscholar.org/ad0b/be228ae2abfc6855269a873a2648f8b58d6d.pdf">https://pdfs.semanticscholar.org/ad0b/be228ae2abfc6855269a873a2648f8b58d6d.pdf</a>
	European Cyberbullying Intervention Project Questionnaire (ECIPQ) (Del Rey et al., 2015)	The frequency of cyber-victimization and cyber-aggression over the last two months	A = 0.96 ( <a href="https://doi.org/10.1016/j.chb.2015.03.065">https://doi.org/10.1016/j.chb.2015.03.065</a> )	Several studies reported high validity but did not mention the type	<a href="https://pdfs.semanticscholar.org/98b8/6cd584824ced0ec277b1dbb2a89c502306de.pdf">https://pdfs.semanticscholar.org/98b8/6cd584824ced0ec277b1dbb2a89c502306de.pdf</a>
	Scale of Victimization through the Cell Phone and Internet (CYBVIC) (Buelga, Ortega-Baron, & Torralba, 2016)	Adolescent's experience as a victim of cyberbullying through the cell phone or Internet in the past 12 months	Alpha = 0.73 ( <a href="https://www.mdpi.com/2076-0760/8/1/13/html#app1-socs-ci-08-00013">https://www.mdpi.com/2076-0760/8/1/13/html#app1-socs-ci-08-00013</a> )	Significant positive correlations between cyber-victimization and offensive communication	Cyber-Victimization Scale and Its Relationship with Psychosocial Variables

## SEXUAL VIOLENCE

INDICATOR TOPIC	TOOL NAME	DESCRIPTION	RELIABILITY	VALIDITY	LINK TO TOOL
Know	Children's Knowledge of Abuse Questionnaire (CKAQ-R III; this was a shortened version of the original CKAQ; Tutty, 1995, 1997)	Knowledge levels related to sexual abuse prevention concepts in elementary school-aged children	A = 0.87 ( <a href="https://tspace.library.utoronto.ca/bitstream/1807/16457/1/NQ58647.pdf">https://tspace.library.utoronto.ca/bitstream/1807/16457/1/NQ58647.pdf</a> )	Good criterion validity	<a href="https://tspace.library.utoronto.ca/bitstream/1807/16457/1/NQ58647.pdf">https://tspace.library.utoronto.ca/bitstream/1807/16457/1/NQ58647.pdf</a>
	Personal Safety Questionnaire (PSQ; Saslawsky & Wurtele, 1986)	Knowledge of child sexual abuse prevention concepts	A = 0.74 (10.24195/2414-4665-2018-1-2)	High content and face validity	<a href="https://www.frontierscience.org/apps/cfm/apps/common/QOLAdherenceForms/resources/actg/forms/english/ql0746.pdf">https://www.frontierscience.org/apps/cfm/apps/common/QOLAdherenceForms/resources/actg/forms/english/ql0746.pdf</a>
	Sexual Abuse Questionnaire (SAQ)	Knowledge and attitudes around sexual abuse	No reliability testing	No validity testing	PDF in Copy of Tools

INDICATOR TOPIC	TOOL NAME	DESCRIPTION	RELIABILITY	VALIDITY	LINK TO TOOL
Feel	Acceptance of Couple Violence (Foshee et al., 1998)	Attitudes towards dating and couple's violence	A = 0.83 ( <a href="http://psicothema.com/pdf/4390.pdf">http://psicothema.com/pdf/4390.pdf</a> )	r = 0.48 (General justification of violence), r = 0.37 (DV perpetration), r = 0.33 (DV victimization)	<a href="http://psicothema.com/pdf/4390.pdf">http://psicothema.com/pdf/4390.pdf</a>
	Attitudes Towards Dating Violence Scale (Price & Byers, 1999)	Pro-dating violence attitudes	A between 0.64 and 0.74 for 4-subcales ( <a href="https://journals-sagepub-com.ez-proxy2.library.drexel.edu/doi/pdf/10.1111/j.1471-6402.1988.tb00932.x">https://journals-sagepub-com.ez-proxy2.library.drexel.edu/doi/pdf/10.1111/j.1471-6402.1988.tb00932.x</a> )	High construct validity	<a href="http://psicothema.com/pdf/4390.pdf">http://psicothema.com/pdf/4390.pdf</a>
	Attitude Towards Rape Victims scale (ATRVS; Ward et al., 1988)	Sexual abuse attitudes	A = 0.83	High construct validity	<a href="https://www.wgtn.ac.nz/_data/assets/pdf_file/0009/1804905/ATTITUDES-TOWARD-RAPE-VICTIMS-SCALE.pdf">https://www.wgtn.ac.nz/_data/assets/pdf_file/0009/1804905/ATTITUDES-TOWARD-RAPE-VICTIMS-SCALE.pdf</a>
	Illinois Rape Myth Acceptance Scale (IRMA)	Sexual violence acceptance	Alphas ranging from 0.86-0.93. Link ( <a href="https://pdfs.semanticscholar.org/cf2b/282deec1584efdb181b4788f6162ed8985d.pdf">https://pdfs.semanticscholar.org/cf2b/282deec1584efdb181b4788f6162ed8985d.pdf</a> )	High construct validity	<a href="https://www.hhs.gov/ash/oah/sites/default/files/ash/oah/oah-initiatives/paf/508-assets/conf-2011-herman-irma.pdf">https://www.hhs.gov/ash/oah/sites/default/files/ash/oah/oah-initiatives/paf/508-assets/conf-2011-herman-irma.pdf</a>
Do	American Association of University Women (AAUW) Sexual Harassment Survey	Sexual harassment/violence perpetration and victimization	A = 0.91 (physical victimization) A = 0.76 (verbal victimization)	High content validity	<a href="https://www.cdc.gov/violenceprevention/pdf/bullycompendum-a.pdf">https://www.cdc.gov/violenceprevention/pdf/bullycompendum-a.pdf</a>
	Conflict in Adolescent Dating Relationships Inventory (CADRI; Wolfe et al., 2001)	Dating aggression victimization	A = above 0.70 ( <a href="https://go.gale.com/ps/i.do?p=AONE&amp;id=GALE%7CA318999333&amp;v=2.1&amp;it=r&amp;sid=zotero&amp;userGroupName=drexel_main">https://go.gale.com/ps/i.do?p=AONE&amp;id=GALE%7CA318999333&amp;v=2.1&amp;it=r&amp;sid=zotero&amp;userGroupName=drexel_main</a> )	Good construct and concurrent validity	<a href="http://web.b.ebscohost.com.ezproxy2.library.drexel.edu/ehost/pdfviewer/pdfviewer?vid=1&amp;sid=3c093a72-125b-436a-8308-e180702a71de%40pdc-v-ses-smgr02">http://web.b.ebscohost.com.ezproxy2.library.drexel.edu/ehost/pdfviewer/pdfviewer?vid=1&amp;sid=3c093a72-125b-436a-8308-e180702a71de%40pdc-v-ses-smgr02</a>

## DEPRESSION

INDICATOR TOPIC	TOOL NAME	DESCRIPTION	RELIABILITY	VALIDITY	LINK TO TOOL
Feel	Beck Depression Inventory (BDI; Beck et al. 1996)	Level of depression	Widely Tested – many forms have high alphas	Good construct validity	<a href="https://www.ismanet.org/doctoryourspirit/pdfs/Beck-Depression-Inventory-BDI.pdf">https://www.ismanet.org/doctoryourspirit/pdfs/Beck-Depression-Inventory-BDI.pdf</a>
	Centre for Epidemiological Studies Depression Scale (CES-D; Radloff, 1977)	Frequency of depressive symptoms	A = .90 ( <a href="https://connect.springerpub.com/content/sgrjnm/25/3/476">https://connect.springerpub.com/content/sgrjnm/25/3/476</a> )	High construct validity, concurrent validity	In Tools Folder

## SELF-EFFICACY

INDICATOR TOPIC	TOOL NAME	DESCRIPTION	RELIABILITY	VALIDITY	LINK TO TOOL
Feel	Generalized Self-Efficacy Scale (GSES) (Gregson et al., 2002; Schwarzer, 2014)	Sense of self-efficacy	Alphas between 0.76 and 0.90	Good convergent and construct, low prospective validity	<a href="https://cyfar.org/content/general-self-efficacy-scale">https://cyfar.org/content/general-self-efficacy-scale</a>
	Rosenberg Self-Esteem Scale (RSES; 1965)	Level of self-esteem	A = 0.77 ( <a href="https://www.statisticssolutions.com/rosenberg-self-esteem-scale-ses/">https://www.statisticssolutions.com/rosenberg-self-esteem-scale-ses/</a> )	High validity	<a href="https://fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/Self_Measures_for_Self-Esteem_ROSENBERG_SELF-ESTEEM.pdf">https://fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/Self_Measures_for_Self-Esteem_ROSENBERG_SELF-ESTEEM.pdf</a>
	Single Item Self-Esteem Scale (SISE; Robins et al., 2001)	Self-esteem level	Lack of evidence of reliability	Strong convergent and construct validity	<a href="https://fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/Self_Measures_for_Self-Esteem_SINGLE-ITEM_SELF-ESTEEM.pdf">https://fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/Self_Measures_for_Self-Esteem_SINGLE-ITEM_SELF-ESTEEM.pdf</a>  Shortened version of Rosenberg Self-Esteem Scale
	Teaching Self-Efficacy Scale (Bandura)	Teaching self-efficacy	Alphas between 0.76 and 0.82 (Schwarzer, R., & Schmitz, G. S. (2005). Perceived self-efficacy and teacher burnout: A longitudinal study in ten schools. Research paper. Freie Universitat Berlin, Germany.	High validity	<a href="https://www.researchconnections.org/childcare/resources/12018">https://www.researchconnections.org/childcare/resources/12018</a>

## MISCELLANEOUS

INDICATOR TOPIC	TOOL NAME	DESCRIPTION	RELIABILITY	VALIDITY	LINK TO TOOL
Feel	Emotional Support Domain in the Classroom Assessment Scoring System (CLASS-K-3; 2008)	Quality of emotional support in early childhood classrooms	Reliability information ( <a href="https://www.vbgrowsmart.com/providers/Documents/CLASSImplementationGuide.pdf">https://www.vbgrowsmart.com/providers/Documents/CLASSImplementationGuide.pdf</a> )	Validity information ( <a href="https://www.vbgrowsmart.com/providers/Documents/CLASSImplementationGuide.pdf">https://www.vbgrowsmart.com/providers/Documents/CLASSImplementationGuide.pdf</a> )	<a href="https://eclkc.ohs.acf.hhs.gov/designation-renewal-system/article/use-classroom-assessment-scoring-system-class-head-start">https://eclkc.ohs.acf.hhs.gov/designation-renewal-system/article/use-classroom-assessment-scoring-system-class-head-start</a>
	Index of Empathy for Children and Adolescents (Bryant, 1982)	Level of empathy among children and adolescents	A = 0.77	Content and Construct Validity tested	<a href="http://ecute.eu/mixer/wp-content/uploads/2013/08/Bryant-Empathy-Index.pdf">http://ecute.eu/mixer/wp-content/uploads/2013/08/Bryant-Empathy-Index.pdf</a>
	Psychological Sense of School Membership Scale (Goodenow, 1993)	Sense of school belonging	Alphas between 0.77-0.88	High construct validity	<a href="https://cyfar.org/sites/default/files/Sense%20of%20School%20Membership%20(Middle%20School).pdf">https://cyfar.org/sites/default/files/Sense%20of%20School%20Membership%20(Middle%20School).pdf</a>
Do	California Healthy Kids Survey (California Department of Education, 2004)	Behavioural assessment for children	A = 0.92 ( <a href="https://www.rand.org/education-and-labor/projects/assessments/tool/2017/california-healthy-kids-survey-social-emotional-health.html">https://www.rand.org/education-and-labor/projects/assessments/tool/2017/california-healthy-kids-survey-social-emotional-health.html</a> )	High validity ( <a href="https://www.rand.org/education-and-labor/projects/assessments/tool/2017/california-healthy-kids-survey-social-emotional-health.html">https://www.rand.org/education-and-labor/projects/assessments/tool/2017/california-healthy-kids-survey-social-emotional-health.html</a> )	<a href="https://calschls.org/survey-administration/downloads/#main">https://calschls.org/survey-administration/downloads/#main</a>
	Marlowe–Crowne Social Desirability Scale–Form C (MCSD-C; Reynolds, 1982)	Measures whether respondents would enact the socially desirable response	Alphas between 0.72-0.96 – citations for different scores in link ( <a href="https://onlinelibrary-wiley-com.ezproxy2.library.drexel.edu/doi/pdfdirect/10.1002/jcjp.10136">https://onlinelibrary-wiley-com.ezproxy2.library.drexel.edu/doi/pdfdirect/10.1002/jcjp.10136</a> )	Mixed evidence on validity	<a href="https://animalcharityevaluators.org/for-charities/develop-a-survey/social-desirability-scale/">https://animalcharityevaluators.org/for-charities/develop-a-survey/social-desirability-scale/</a>
	Teacher Report Form (TRF; Achenbach, 1991; Grossman et al., 1997)	Children externalizing behaviour problems	Reliability info in link	Validity info in link	<a href="https://www.nctsn.org/measures/teachers-report-form">https://www.nctsn.org/measures/teachers-report-form</a>
	Teacher Report of Reactive and Proactive Aggression (Dodge, Lochman, Harnish, Bates, & Pettit, 1997)	Teacher-reported frequency of aggressive behaviours by students	All 3 scales (reactive, proactive, combined) have alpha +0.83 (doi: 10.1002/ab.20115)	High construct and criterion validity, some discriminant validity (doi: 10.1002/ab.20115)	<a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2927832/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2927832/</a>
	Youth Asset Survey (Oman et al., 2002)	Youth responsible decision making	Alpha > .60	Highly validity – info in link ( <a href="https://journals-sagepub-com.ezproxy2.library.drexel.edu/doi/pdf/10.4278/ajhp.081009-QUAN-242">https://journals-sagepub-com.ezproxy2.library.drexel.edu/doi/pdf/10.4278/ajhp.081009-QUAN-242</a> )	<a href="http://web.a.ebscohost.com.ezproxy2.library.drexel.edu/pdfviewer/pdfviewer?vid=1&amp;sid=a8b30178-022c-4776-948d-42a9202f2d18%40sessionmgr4007">http://web.a.ebscohost.com.ezproxy2.library.drexel.edu/pdfviewer/pdfviewer?vid=1&amp;sid=a8b30178-022c-4776-948d-42a9202f2d18%40sessionmgr4007</a>

# APPENDIX H: THE HELP THE AFGHAN CHILDREN PEACE EDUCATION PROGRAMME SPOTLIGHT REPORT

## BACKGROUND

Stemming from decades of conflict, war, and societal instability, Afghan children are exposed to, and suffer from, high rates of violent discipline, sexual violence, and bullying at the family, school, and community levels (Corboz et al., 2019). A Save the Children study conducted in 2008 found that violent discipline by teachers was used in 100% of classes observed in boy's schools and 20% of classes observed in girl's schools (Samoon et al., 2011). Teachers interviewed as part of the study viewed the use of violence as a necessary strategy to properly discipline children. Another Save the Children study from 2017 found that 7% of children reported experiencing sexual harassment, 7% experienced unwanted touching, and 8% were the victims of rape in school (Zupancic, 2017). Additionally, according to a 2014 WHO Global School-Based Student Health Survey, 44% of students experienced some form of bullying in the past 30 days (WHO, 2014). In order to change attitudes, behaviours, and social norms that perpetuate VAC, Help the Afghan Children (HTAC)<sup>42</sup>, a local NGO, implemented school-based peace education programming supplemented with community-based interventions (Corboz et al., 2019; Suraya, 2012).

## PLAN

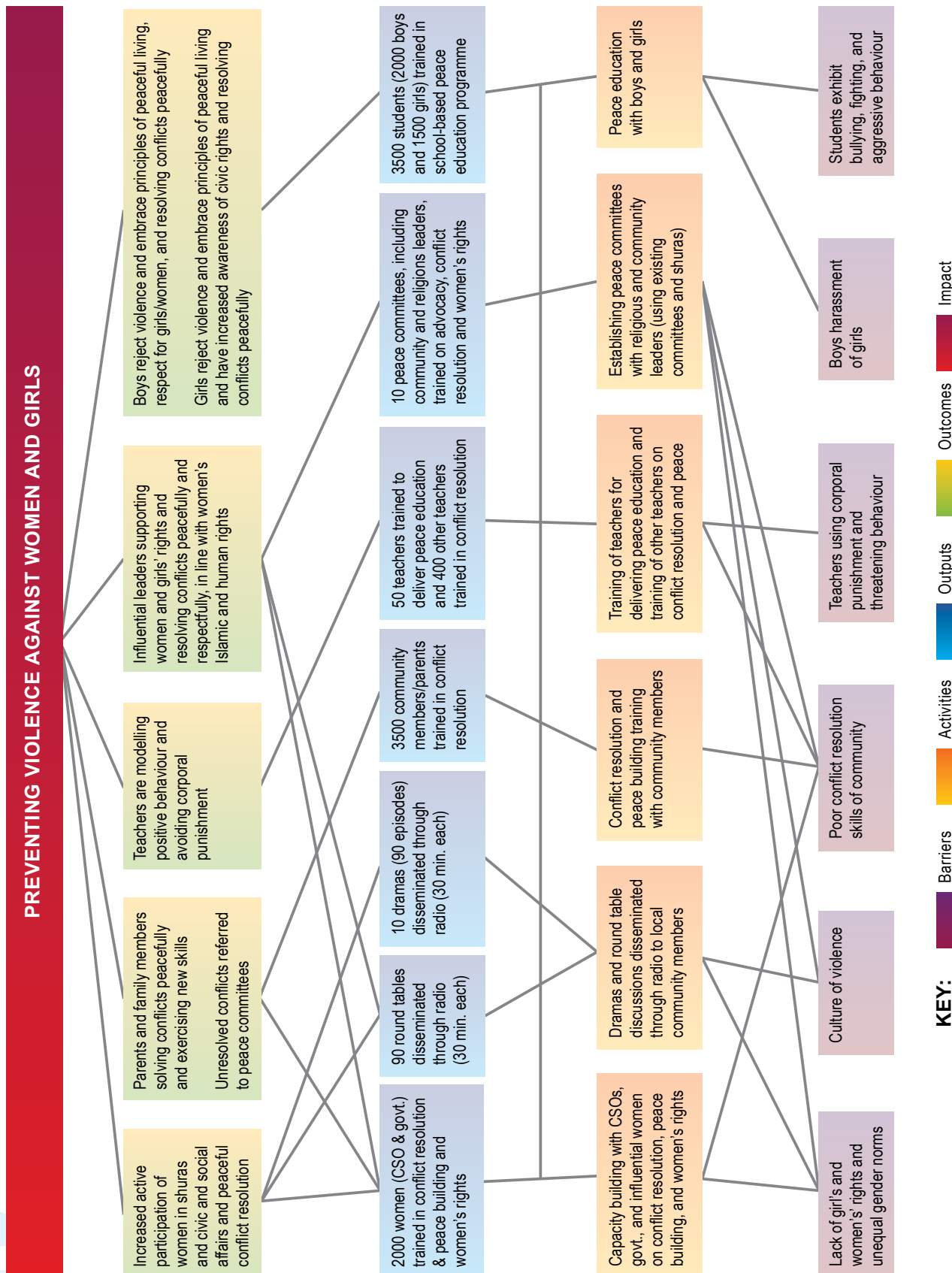
HTAC's peace education programme occurred in two phases, both of which included a peace education curriculum taught in schools (Corboz et al., 2019). The objectives of the first phase, which began in 2002, are to (Robiollé-Moul, 2016; Suraya, 2012):

- ✔ Provide the tools to help children better cope with the emotional trauma many of them suffer from previous or current exposure to violence;
  - ✔ Teach children the basic concepts of peaceful everyday living, including the art of non-violent conflict resolution to resolve differences;
  - ✔ Teach children to accept and respect individual, religious, ethnic, and gender differences;
  - ✔ Train teachers to role model peace education concepts in the classroom;
  - ✔ Provide realistic activities for children where they can apply peace education principles learned in class; and
  - ✔ Work with parents and local communities to support and reinforce peace education principles in the home.
- Phase 2, which began in 2011, saw an expansion of the peace education curriculum as well as an additional partnership in 2016 with the What Works to Prevent Violence Against Women and Girls Global Programme (Corboz et al., 2019). Objectives under this partnership were also based on eliminating VAC with a greater focus on gender as seen below:
- ✔ Reduce fighting and aggressive behaviour among Afghan boys by encouraging critical reflections and behaviour change that will lead them to reject violence and adopt the principles of peaceful, everyday living;
  - ✔ Increase the use of non-violent conflict resolution methods in homes, thereby reducing abuse and threatening behaviour towards women and girls;
  - ✔ Teach and motivate male leaders to respect and value women by including them in local councils and supporting their involvement in decision making;
  - ✔ Educate women about their rights and protections and empower them to take a more active role in local community affairs.

<sup>42</sup> For more information on the work of Help the Afghan Children, please see this link: <https://dl.tufts.edu/pdfviewer/js956s839/vx021s440>

The theory of change for the HTAC’s Phase 2 peace education programme is shown in Figure 69 (Corboz et al., 2019).

Figure 69: HTAC Peace Education Theory of Change





## DESIGN AND DELIVER

This section details the design and deliver stages for both phases of HTAC's peace education programme.

### Phase 1

The participant groups involved in Phase 1 include students as the primary audience, teachers and parents as the secondary audiences, and community members and key influentials as tertiary audiences (Corboz et al., 2019; Suraya, 2012). The activities of Phase 1 for all participant groups are presented in *Figure 70* (Suraya, 2012). In total, Phase 1 was implemented in 71 schools across 6 provinces, reaching over 87,000 students and 1,300 teachers.

The peace education curriculum for students was based around an illustrated story book, "Journey of Peace" developed by McMaster University's Centre for Peace Studies with supervision from an Afghan-Canadian scholar (Corboz et al., 2019; Suraya, 2012). The book was then reviewed by other Afghan scholars to ensure the language and themes were accurate and culturally appropriate. Each story in the book represented deeply rooted Afghan cultural values through the lens of issues Afghan children and their families face, many related to the hardships of war. The stories depicted realistic actions that the children could assume to manage feelings of sadness, anger, aggression, and fear by adopting the problem-solving tools of patience, empathy, cooperation, and conflict mediation. Stories were interlaced with themes of character building such as forgiveness and self-esteem. Discussions, role-playing, and puppet shows were utilized by teachers to reinforce the messages presented in each story.

### Phase 2

Building upon the success of Phase 1, Phase 2 (which began in 2011) involved the development and implementation of a curriculum embedded into the regular school curriculum for grades 7-12 (secondary schools) (Corboz et al., 2019; Suraya, 2012). A team of peace educators from around the world worked in conjunction with HTAC to ensure that the curriculum reflected international peace education standards as well as Afghan culture and values. Once created, the Phase 2 curriculum was reviewed and endorsed by the Ministry of Education. A teacher manual and student workbook were created for use in teaching

Figure 70: Phase 1 activities

STUDENTS
<p><b>6-week long peace education curriculum</b></p> <ul style="list-style-type: none"> <li>✔ Taught by teachers</li> <li>✔ Based on a culturally appropriate, illustrated story book ("Journey of Peace")</li> <li>✔ Taught in the school's designated peace room designed to facilitate discussion and be a welcoming environment</li> <li>✔ Included group discussion, role play, and puppet shows</li> </ul> <p><b>Peer conflict mediation</b></p> <ul style="list-style-type: none"> <li>✔ Used to resolve conflicts that arose</li> <li>✔ All mediation was held in the school's peace room</li> <li>✔ Included particularly aggressive students as part of the mediation group to help them learn while mediating conflicts</li> </ul>
TEACHERS
<ul style="list-style-type: none"> <li>✔ Five-day intensive workshop where they learn to teach the peace education curriculum</li> <li>✔ Completed a training programme on communication skills, conflict resolution, peace building, and role modelling; training also addressed positive discipline over violent discipline practices</li> <li>✔ Coached peer mediators and assisted with mediating conflicts that arose</li> </ul>
PARENTS
<ul style="list-style-type: none"> <li>✔ Participated in an orientation about the programme facilitated by trained teachers</li> <li>✔ Participated in "community school committees" where they learn to reject violence and use peaceful conflict resolution strategies</li> <li>✔ Received parental guides that outlined ways they could help their child and things to discuss with their child about peace building</li> </ul>
COMMUNITY MEMBERS AND KEY INFLUENTIALS
<ul style="list-style-type: none"> <li>✔ Participated in "community school committees" where they learn to reject violence and use peaceful conflict resolution strategies</li> <li>✔ One leader was trained to organize and facilitate the committee meetings and to work with HTAC programme staff throughout the life of the programme</li> </ul>

the curriculum in schools. Two pilot tests of the peace education programme were undertaken, one in 3 schools in Jawzjan with 900 students, and the other in 8 schools in Paghman with 1600 students. Both found the curriculum to be effective in reducing VAC, specifically:

- ✔ 82% of teachers stopped using violent discipline (versus 20% at baseline);

- ✔ 93% reduction in physical peer-to-peer violence;
- ✔ 72% of students utilized key peace building behaviours; and
- ✔ 95% of teachers modelled peace building behaviours.

Following the results of the pilot, the Ministry of Education approved implementation of the peace education programme for two years, enrolling a total of 2,000 boys and 1,500 girls in grades 8 (cohort 1) - 9 (cohort 2) (Corboz et al., 2019). This version of the programme maintained the focus on peace building with a heightened focus on violence against women and girls in collaboration with the What Works to Prevent Violence Against Women and Girls Global Programme. The topics covered were:

- ✔ Peaceful conflict resolution methods;
- ✔ Respect for women and girls;
- ✔ Tolerance for others;
- ✔ Principles of peace building;
- ✔ Positive role modelling skills; and
- ✔ Dealing healthfully with grief, loss, and anger.

The programme was supplemented with community-based activities involving teachers, parents, community leaders, religious leaders, civil society organisations (CSOs) and leading women (such as government representatives and human rights activists) (Corboz et al., 2019). A total of 20 schools across 10 communities in four districts of the Jawzjan province implemented the peace education programme. The community-based interventions were then implemented in these 10 communities, so that the peace education programme and community-based efforts complemented one another to reduce VAC on multiple levels. *Figure 71* lists Phase 2 activities, what participant groups they involved, and the approaches they utilized.

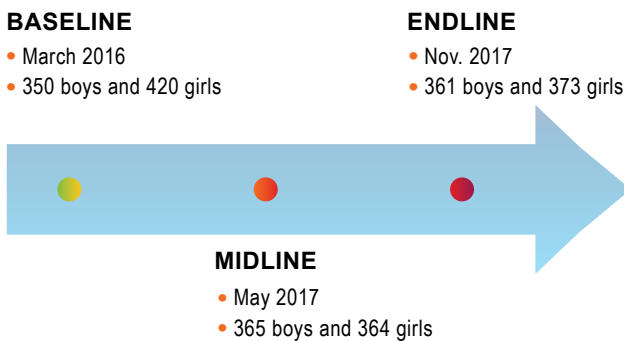
**Figure 71: Phase 2 activities and approaches**

<b>PEACE EDUCATION</b>
<ul style="list-style-type: none"> <li>✔ <b>Approach:</b> behaviour change communication</li> <li>✔ <b>Participants:</b> teachers and students</li> <li>✔ <b>Description:</b> teachers were trained to facilitate the peace education curriculum to students. Topics covered in the curriculum were conflict resolution, positive role modeling, tolerance, and respect.</li> </ul>
<b>CONFLICT RESOLUTION, PEACE BUILDING, AND WOMEN'S RIGHTS TRAINING</b>
<ul style="list-style-type: none"> <li>✔ <b>Approach:</b> social change communication</li> <li>✔ <b>Participants:</b> parents, community leaders, and religious leaders</li> <li>✔ <b>Description:</b> peacebuilding, conflict resolution, and advocacy training that covered topics like mediation, how Islam supports the rights of women and girls, and how including women in community affairs makes communities safer.</li> </ul>
<b>CAPACITY BUILDING</b>
<ul style="list-style-type: none"> <li>✔ <b>Approach:</b> social mobilization and social change communication</li> <li>✔ <b>Participants:</b> government officials and representatives of civil society organizations</li> <li>✔ <b>Description:</b> training focused on developing non-violent conflict resolution skills, mediation, conflict management strategies, and skills to meaningfully participate in civic affairs.</li> </ul>
<b>PEACE COMMITTEES</b>
<ul style="list-style-type: none"> <li>✔ <b>Approach:</b> advocacy, social mobilization, and social change communication</li> <li>✔ <b>Participants:</b> members from existing shuras (community development councils)</li> <li>✔ <b>Description:</b> received skills-training on advocacy, peace building, and conflict mediation. Had the responsibility to actually respond to conflicts that then arose in the community and use the conflict resolution skills to mediate and resolve them.</li> </ul>
<b>RADIO CAMPAIGN</b>
<ul style="list-style-type: none"> <li>✔ <b>Approach:</b> social and behaviour change communication</li> <li>✔ <b>Participants:</b> primary, secondary, and tertiary audiences</li> <li>✔ <b>Description:</b> there were two radio messaging activities implemented. The first was a weekly round table discussion that brought together key influentials like religious leaders, activists, and government officials to discuss topics around the rights of women and girls including violence. The second activity was a scripted radio drama that featured issues of violence against women and girls and the rights of girls and women.</li> </ul>

## EVALUATE

This section focuses on the most recent evaluation of HTAC’s peace education programme and complementary community-based interventions (Corboz et al., 2019). Out of the 20 participating schools, 11 were selected for the evaluation. An interrupted time series design was used (see Figure 72).

Figure 72: Timeline of evaluation



An interview questionnaire was adapted from a previously piloted questionnaire used in Pakistan (Corboz et al., 2019). This was altered to be culturally appropriate for the Afghanistan context. Previously validated scales were also used as needed to measure the outcomes of interest. The results are described in Table 36 by variable measured.

Overall, HTAC saw significant reductions in peer-to-peer violence perpetration and victimization (Corboz et al., 2019). Reports of violent discipline perpetration

by teachers and at home were likewise reduced. Outside of school, both boys and girls witnessed less wife beating at home from baseline to endline. Gender equitable attitudes increased while attitudes favouring violence decreased. There were also psychological improvements seen with reduced rates of depression among both boys and girls.

## LESSONS LEARNED

Peace education programmes do have the potential to shift attitudes and behaviours, in turn reducing rates of VAC (Corboz et al., 2019). Raising awareness about the rights of children and women and adopting gender equitable attitudes is important for altering the underlying social norms which perpetuate VAC. The reductions in violent discipline among teachers suggested that the training programme was impactful in increasing the use of positive discipline methods. Reduced rates of violent discipline by parents as well as less violence observed among adults suggest that the peace education programme messages may have affected the attitudes and behaviours of secondary and tertiary audiences. However, the community-based initiatives like the radio programme and conflict resolution, peace building, and women’s rights training, likely also played a pivotal role in reducing violence outside of the school setting. Thus, programmes focused on peace education in schools should include complimentary community-based components to change attitudes and behaviour on multiple levels.

Table 36: HTAC Peace Education results

VARIABLE	RESULTS
<b>Violence Experienced</b>	
<b>Victimization (by peers)</b>	✔ Violence victimization in the past month decreased from 50% to 25% among boys and 43% to 22% among girls
<b>Perpetration</b>	✔ Violence perpetration in the past month decreased from 32% to 14% among boys 18% to 7% among girls
<b>Violent discipline (by teachers and at home)</b>	✔ Reported prevalence of violent discipline by teachers decreased from 44% to 27% among boys and 35% to 14% among girls ✔ Reported prevalence of violent discipline (physical) at home in the past month reduced from 17% to 5% among boys and 20% to 3% among girls
<b>Gender equitable attitudes</b>	✔ Gender equitable attitudes mean score increased from 30 to 32 among boys and 31 to 34 among girls
<b>Attitudes towards violence</b>	✔ Attitudes against violent discipline in schools increased from a mean score of 14 to 17 among boys and 17 to 18 among girls
<b>Experience of depression</b>	✔ Depression scores among boys decreased from a mean of 64 to 58 and among girls from 58 to 52
<b>Observations and experiences of violence at home</b>	✔ Reported prevalence of witnessing their father physically fighting another man decreased from 15% to 4% among girls ✔ Reported prevalence of any level of abuse against their mothers decreased from 7% to 3% among girls ✔ Reported prevalence of witnessing their mother being beaten by a family member decreased from 2% to 0.3% among boys

# APPENDIX I: UNICEF EGYPT PROGRAMME SPOTLIGHT REPORT

## BACKGROUND

A 2014 Egypt Demographic and Health Survey (EDHS) revealed that 93% of children between the ages of 1 and 14 were exposed to some form of violent discipline (Ministry of Health and Population [Egypt] et al., 2015). The high tolerance of VAC in Egypt is determined by three major factors (NCCM & UNICEF, 2015):

- ✔ Social norms, specifically those rooted in gender norms;
- ✔ Lack of an effective child protection system; and
- ✔ Reduced awareness of existing child protection services and access to quality services.

Figure 73: UNICEF Egypt SBCC interventions



In response, UNICEF Egypt created a social and behaviour change communication (SBCC) programme to address the root causes of VAC which which builds on positive parenting and girls' empowerment as key drivers of change. The SBCC programmes is multi-layered, based on the social ecological model (SEM) to address change at the individual, interpersonal, community, societal, and policy levels and aligns with the Government Education 2.0 reform and the National EVAC Framework and it.

The underlying theory of change is that by reducing gender inequality and enhancing positive parenting, children and adolescent will be empowered resulting in a reduction of violence nationwide including potentially discontinuing harmful practices. Awareness raising, promotion of positive parenting, positive gender socialization and skills development are the key activities being employed

With the support of UNICEF, two major behavioural change platforms were formed. The first is Dawwie, the National Girls' Empowerment Initiative which creates opportunities for girls to be heard and to access relevant services and skills<sup>43</sup>. The second is an evidence-based social and behavioural change model focused on positive parenting (see Figure 2), which was developed through a participatory process led by UNICEF in partnership with the National Council for Children and Motherhood (NCCM). Mass and social media are at the centre of both initiatives which proposes a paradigm shift: 1) from negative to positive narrative; 2) from outside expertise to people's personal experiences and existing community strengths; 3) from one-way to two-ways communication where solutions are generated by the process rather than being provided top-down; 4) from individual to group decision making.

This UNICEF Programme Snapshot focusses specifically on the Awladna Campaign. As part of the medium-long-term SBCC programme, the role of the Awladna campaign is to raise awareness of VAC issues on a large scale and to advocate for institutional support.

## PLAN

A situation assessment conducted by the NCCM and UNICEF in 2015 found that 65% of students between the ages of 13 and 17 were susceptible to corporal punishment in schools while 29% to 47% of children reported being exposed to physical peer-to-peer violence (NCCM & UNICEF, 2015). Based on these findings and the widespread tolerance of violence against children, a phased national communication campaign was launched in 2016, the Awladna (meaning "our children") Campaign.

The overall goal of Social and Behavioural Change Positive Parenting Interventions, which Awladna is a part of (see Figure 73), is to promote children's development, reduce gender inequality and protect children and adolescents from violence and exploitation. The Awladna Campaign objectives focus on positive parenting, bullying, and corporal punishment to achieve the objectives of increased awareness, defining VAC, and providing alternatives to discipline children (UNICEF Egypt, n.d.):

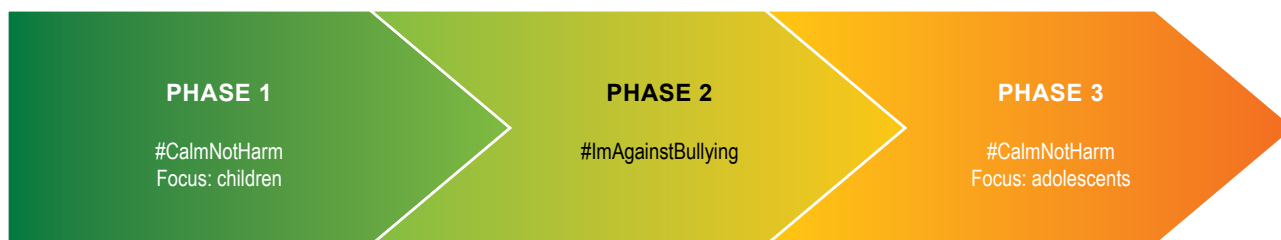
- ✔ Raise awareness of bullying as a major type of physical and psychological violence against children;
- ✔ Promote positive parenting and non-violent disciplinary methods; and
- ✔ Establish and streamline a term to use for 'bullying' as none existed.

## DESIGN AND DELIVER

The Awladna campaign consists of three phases (see Figure 74) (UNICEF Egypt, n.d.). Phase 1 focused on engaging parents and promoting positive parenting under the slogan #CalmNotHarm, phase 2 focused on engaging children, parents, and teachers to address violence among peers under the slogan #ImAgainstBullying, and phase 3, which is currently underway, tackles positive parenting under the phase 1 slogan #CalmNotHarm. Details on the three phases are provided below (UNICEF Egypt, n.d.).

<sup>43</sup> For more information on the Dawwie Initiative visit <https://www.unicef.org/egypt/stories/journey-girl-empowerment>

Figure 74: Awladna timeline



The overall strategy across phases included a coordinated multimedia approach supported by the involvement of celebrities, UNICEF national ambassadors, and social media influencers (UNICEF Egypt, n.d.). These efforts were supported by an advocacy event which received widespread media coverage stemming from a large public relations effort as well as key interventions from Government of Egypt representatives, the European Union Ambassador, and UNICEF representatives in Egypt. Activities on-ground took place in schools, sports clubs, large supermarkets, and public libraries, and other spaces where VAC occurs. As Awladna was made possible through a partnership between UNICEF, the European Union, NCCM, and the Ministry of Education and Technical Education (MOETE), all campaign multimedia products and publications carried all partner logos in addition to the overarching ‘Awladna’ brand (UNICEF Egypt, n.d.).

**Phase 1**

The first phase launched in December 2016 with the objective of promoting positive parenting methods to incite positive behaviour among children without the use of violence (UNICEF Egypt, n.d.). It entailed a variety of communication channels including Public Service Announcements (PSAs) on radio broadcasts, TV, social media, billboards, and signs (see Figure 75).

**Phase 2**

The second phase began in September 2018 with the objective of raising awareness and addressing the issue of bullying among children (Figure 76) (UNICEF Egypt, n.d.). In the absence of a specific word for bullying in Arabic, the word “Tanamor”

Figure 75: Awladna phase 1 purpose, channels and activities

<b>PHASE 1 OVERVIEW: INTRODUCING POSITIVE PARENTING</b>
<ul style="list-style-type: none"> <li>✔ Multimedia approach to raise awareness on the consequences of violent discipline and alternatives to corporal punishment with a focus on children.</li> </ul>
<b>PHASE 1 OBJECTIVE</b>
<ul style="list-style-type: none"> <li>✔ Promote positive parenting and the use of non-violent discipline methods to incite positive behaviour.</li> </ul>
<b>PHASE 1 COMMUNICATION CHANNELS AND ACTIVITIES</b>
<ul style="list-style-type: none"> <li>✔ TV: 3 television commercials, 2 storyline commercials, and 1 infographic commercial aired mainly on El-Hayat Channels.</li> <li>✔ Radio Broadcasts: 3 copies aired mainly on Nogoum FM and Radio 90:90.</li> <li>✔ Billboards and signs: 120 in Cairo and Alexandria, 80 in Upper Egypt and Delta, and 2 in ring roads.</li> <li>✔ Supermarkets: including Carrefour, Kheir Zaman, Metro Market, Fresh Food, Oscar Market, Kazyoun, and Lulu Market.</li> <li>✔ Short Message Services (SMS): 3 million messages with positive parenting tips with helpline information sent.</li> <li>✔ Social Media: on NCCM, UNICEF, and EU social media pages (Twitter, Facebook, and YouTube) with the helpline information posted.</li> </ul>

was selected to be used to describe the concept of bullying in the Egyptian dialogue. Associating this new word with the behaviour of bullying allowed individuals to discuss bullying as a construct and therefore face and tackle issues around it. Phase 2 of the campaign integrated the efforts of the NCCM and the Ministry of Education and Technical Education (MOETE) to put an end to VAC in schools. All campaign multimedia merchandise and publications conveyed partner logos and the ‘Awladna’ brand.

**Figure 76: Awladna phase 2 purpose, channels and activities**

PHASE 2 OVERVIEW: ADDRESSING BULLYING
<ul style="list-style-type: none"> <li>✔ Provision of tips on ways to address bullying.</li> <li>✔ Call to action to promote the use of the NCCM Child Helpline for reporting cases and counselling.</li> </ul>
PHASE 2 OBJECTIVES
<ul style="list-style-type: none"> <li>✔ Raise awareness and address the issue of bullying among children, parents, teachers, and caregivers.</li> <li>✔ Create a word in Arabic to describe bullying.</li> </ul>
COMMUNICATION CHANNELS AND ACTIVITIES
<ul style="list-style-type: none"> <li>✔ Advocacy event involving celebrities, UNICEF National Ambassadors, social media influencers, Government of Egypt and UNICEF Representatives, and the EU Ambassador providing media coverage</li> <li>✔ TV: 3 PSAs showcasing common bullying cases</li> <li>✔ Radio: 3 PSAs showcasing common bullying cases</li> <li>✔ Digital and face-to-face activations in schools, sports clubs, supermarkets, and libraries</li> </ul>

**Phase 3**

Launched in September 2019 and built on the success of the first two phases, the objective of Phase 3 is to address the violence that goes unnoticed while also promoting child protection services (UNICEF Egypt, n.d.). This phase targeted middle income parents and caregivers between the ages of 25-50, as well as adolescents (see Figure 77).

**EVALUATE**

UNICEF Egypt has thus far conducted two post-campaign assessments of Phase 1 of the Awladna Campaign. The first evaluation, conducted by Byan Research and Consultancy in 2017, was a market research study aimed at measuring aided and unaided recall levels of the campaign (Byan Research and Consultancy, 2017). The second evaluation, conducted by Nielsen in 2019, measured the reach and recall level of the campaign, the level of community awareness regarding peer to peer violence, and the overall take-aways from the campaign (Nielsen, 2019). A summary of the process for each evaluation is provided below:

**Figure 77: Awladna phase 3 purpose, channels, and activities**

PHASE 3 OVERVIEW: VIOLENCE THAT GOES UNNOTICED
<ul style="list-style-type: none"> <li>✔ Multimedia approach to raise awareness on the consequences of violent discipline and corporal punishment, this time focusing on adolescents.</li> </ul>
PHASE 3 OBJECTIVES
<ul style="list-style-type: none"> <li>✔ Shed light on undetected violence at home and in schools.</li> <li>✔ Promote the use of child protection services (NCCM helpline).</li> </ul>
PHASE 3 COMMUNICATION CHANNELS AND ACTIVITIES
<ul style="list-style-type: none"> <li>✔ Digital Media: content related to raising awareness of the harms of violence and alternative discipline methods. Also had video sessions from child experts.</li> <li>✔ Radio: channel NRJ broadcasting campaign messages about positive parenting for a week.</li> <li>✔ WhatsApp messages: Tupperware Network members received 7 campaign messages.</li> <li>✔ TV: PSAs.</li> <li>✔ Radio Broadcasts: 3 copies aired mainly on Nogoum FM and Radio 90:90.</li> <li>✔ Billboards: 5 underground metro stations in Cairo.</li> <li>✔ Offline: collaboration with retail company Majed Al Futtain showcasing campaign branded booths with PSAs on screens, distribution of leaflets, and having one-on-one parent to expert information sessions in Carrefour supermarkets around Egypt, 2 malls and Vox Cinemas in Cairo.</li> <li>✔ Social Media: PSAs on NCCM, UNICEF, and EU social media pages (Twitter, Facebook, and YouTube).</li> </ul>

- ✔ 2017 Evaluation (Byan Research and Consultancy)
  - Used structured interview questionnaire in Arabic and English
  - Measured both aided and unaided recall levels
  - Defined Socioeconomic Class and included variable in analysis
- ✔ 2019 Evaluation (Nielsen)
  - Used structured interview questionnaire in Arabic
  - Measured ad recall, brand recognition and expected behaviour
  - Utilized the EPIC MODEL

### ✔ Both Evaluations

- Took place across Alexandria, Cairo, Sharqeya, and Assiut
- Conducted face to face interviews
- Included both parents and adolescents

The 2019 evaluation measured how well the campaign reached and resonated with the Egyptian population (Nielsen). Face to face interviews were conducted with parents of 25-45 years old adolescents and adolescents between the age of 10-18 years old. The interviews were conducted in each region through street intercept using a structured questionnaire. The EPIC (empathy, persuasion, impact, and communication) model was used in measuring ad recall, brand recognition, and expected behaviour during the advertisement.

EPIC analysis questions focused on (Nielsen, 2019):

- ✔ If the ads connect with consumers?
- ✔ If the ads changed/reinforced behaviour?
- ✔ If the ads cut through the media clutter?
- ✔ If the ads send the intended message across?

In contrast, the 2017 evaluation measured ad recall levels (Byan Research and Consultancy). The sampling of parents was done using the Right-Hand Rule, where randomization is ensured by skipping a certain number of buildings and floors after each interview. Adolescents were sampled using the intercepting methodology, where interviewers select respondents from youth centres to ensure confidentiality from parents. During the interviews, respondents were asked to recall components from the campaign by both showing the respondents campaign materials and withholding the campaign materials (Byan Research and Consultancy, 2017).

## Results

Overall, about 39% of the target audience segment was reached (Byan Research and Consultancy, 2017). TV was the most utilized media channel for both parents and youth, followed by social media (Nielsen, 2019). Advertisements on TV performed an important role in raising awareness levels of the campaign, as respondents reported watching TV

an average of 25 times a month (Nielsen, 2019). The overall reach of all three phases of the Awladna Campaign was (UNICEF Egypt, n.d.):

### ✔ PHASE 1:

- Broadcast media reach: 12 million people
- Social media reach: 88 million people

### ✔ PHASE 2:

- Broadcast media reach: 12 million people
- Social media reach: 97 million people
- 100+ mentions in the media
- Engagement: 4.5 million people

### ✔ PHASE 3:

- Social media reach: 3.7 million people
- 1 million+ PSA views

Overall, the findings from both evaluations support and guide future implementations of ending VAC campaigns in Egypt (UNICEF Egypt, n.d.).

## LESSONS LEARNED

High intersectoral integration between child protection, education, C4D, early childhood, and private sector partnerships proved to be critical in promoting behavioural change at scale (UNICEF Egypt, n.d.). The integration allowed for sufficient staffing and coordination mechanisms to synchronise the work. In addition, incorporating branding and marketing strategies with SBCC approaches has increased the visibility of the campaign and strengthened partnerships. Leveraging public and private partnerships increased commitment in implementation by all parties and ensured a higher level of sustainability. Instituting long-term initiatives rather than medium-term ones reduced the disintegration of the overall campaign. Conclusively, campaigns like Awladna should not work in isolation but instead be used as part of comprehensive SBCC strategies to truly address VAC on multiple levels (UNICEF Egypt, n.d.).

*For more information on this campaign, please contact Gaia Chiti Strigelli, [gstrigelli@unicef.org](mailto:gstrigelli@unicef.org), UNICEF Egypt.*



# APPENDIX J: CONRED PROGRAMME SPOTLIGHT REPORT

## BACKGROUND

With the rise of the use of technology, especially among young people, cyberbullying has become a pressing issue. Cyberbullying involves the use of intentional aggression, usually involving some imbalance of power, which is carried out using technology (Ortega-Ruiz et al., 2012; Tokunaga, 2010; Slonje & Smith, 2008). The fact that technology allows perpetrators a certain level of anonymity, can lead to greater dissemination of cyberbullying incidents, and cannot be stopped as practically as in-person bullying, all make cyberbullying a more complex and potentially more dangerous form of bullying (Ortega-Ruiz et al., 2012; Dooley et al., 2009; Patchin & Hinduja, 2006). The negative health repercussions of cyberbullying mirror those of bullying and include depression, psychosocial maladjustment, sleep disorders, feelings of inadequacy and low self-esteem, and suicidal ideation (Garaigordobil & Martínez-Valderrey, 2016; Erdur-Baker, and Tanrikulu, 2010; Estévez et al., 2010; Hinduja and Patchin, 2010; Sourander et al., 2010; Kowalski et al., 2008). One review conducted with studies from 2009-2016 found that around 60% of adolescents in Spain have suffered some form of cyberbullying, with 1-10% experiencing a severe episode of cyberbullying (Garaigordobil & Martínez-Valderrey, 2018). Overtime, rates of cyberbullying are increasing as children begin to engage with information and communication technologies (ICTs) at younger ages and as access to ICT increases in general (Garaigordobil & Martínez-Valderrey, 2018). The ConRed programme (Programa Conocer,

Construir y Convivir en la Red, or the Knowing, Building, and Living Together on the Internet Program) was developed and implemented in Spain in order to tackle cyberbullying and reduce the negative health implications associated with it (Ortega-Ruiz et al., 2012).

## PLAN

ConRed is a theory- and evidence-based programme (Ortega-Ruiz et al., 2012). Several effective components of past programmes targeting bullying (Baldry & Farrington, 2007; Olweus 2012; Pearce et al. 2011; Farrington & Ttofi, 2011) were selected for use in ConRed. These components were:

- ✔ Implementing proactive policies, procedures, and practise;
- ✔ Fostering school-wide knowledge and competency around bullying;
- ✔ Maintaining a protective school environment; and
- ✔ Forming and sustaining school-family-community partnerships.

The theory of normative social behaviour (Rimal & Real, 2005) was used to inform the ConRed theory of change (Ortega-Ruiz et al., 2012). In particular, injunctive norms, social expectations, and group identity processes were the theoretical constructs that ConRed activities were designed to address. These theoretical components are defined in *Table 37*.

**Table 37: Definitions of Selected ConRed Theoretical Constructs**

CONSTRUCT	DEFINITION
<b>Injunctive Norms</b>	Perceptions about the attitudes of others; essentially what one thinks others think about a certain behaviour (Mackie et al., 2015).
<b>Social Expectations</b>	The perceived rewards and/or sanctions of enacting a certain behaviour (Bandura, 1986).
<b>Group Identity Processes</b>	The adoption of group attitudes and practices without thought or question (Tajfel, 2010).

All ConRed activities were aimed at making participants aware of these constructs as they exist with relation to cyberbullying in their lives (Ortega-Ruiz et al., 2012). One such activity was the debates on topics such as laws that sanction cyberbullying and the negative implications of cyberbullying in order to spark the kind of critical reflection and awareness needed social norms change.

The main objectives of ConRed were to (Ortega-Ruiz et al., 2012):

- ✔ Improve student’s perceived control over information on the internet and promote safety and privacy;
- ✔ Promote healthy use of the internet and a reduction in time dedicated to digital device usage, in order to prevent possible overuse and addiction; and
- ✔ Reduce student’s involvement in cyberbullying, in all roles, by reducing risk factors in order to create a greater sense of safety at school.

### DESIGN AND DELIVER

ConRed is focused around three participant groups: secondary school students, the school community, and parents (Ortega-Ruiz et al., 2012). The primary audience was students, who received a 3-unit curriculum divided across 8 sessions which were

delivered in classrooms of participating schools over the course of 3 months. *Figure 78* shows the topics addressed within each unit of the curriculum.

Each session began with an open discussion about current perceptions regarding the session topic (see bulleted list below) (Ortega-Ruiz et al., 2012).

#### ConRed Sessions (Ortega-Ruiz et al., 2012):

- ✔ **SESSION 1:** What do the ICTs mean to you? And to people generally?
- ✔ **SESSION 2:** How do you use social networks?
- ✔ **SESSION 3:** Our plan of action to become an expert
- ✔ **SESSION 4:** How do I feel doing different activities on the internet?
- ✔ **SESSION 5:** How can the internet help me and others? How can I help others?
- ✔ **SESSION 6:** What do we do on the internet and why it may be damaging?
- ✔ **SESSION 7:** The advantages and disadvantages of social networks
- ✔ **SESSION 8:** Reflection: quiz game for consolidating knowledge

*Figure 78: ConRed Units and Topics*

UNIT 1: Internet and Social Networks	UNIT 2: Benefits of healthy and intelligent internet use	UNIT 3: Potential problems with using ICTs in a naive or malicious manner
Importance of privacy and control of shared content	How to improve ICT use skills	Strategies for preventing cyberbullying
Negative consequences of unsafe ICT use	Why prosocial spaces and practices should be prioritized	Strategies for addressing cyberbullying when it does arise
	The importance of avoiding and reporting cyberbullying	ICT addiction and how to avoid it

Communication materials like news stories, videos, pictures, and case descriptions were used to help fuel the discussion and spark debate. The aim of initiating debate was to encourage the students to challenge their perceptions and sensitize them to conceptual errors and false beliefs. Each session then ended with an exercise that brought the participants together to reflect and apply what they had learned.

Teachers and parents also received a condensed version of the 3-unit, 8-session curriculum that the students participated in (Ortega-Ruiz et al., 2012). An awareness raising campaign designed to reach teachers and parents used a variety of materials (leaflets, posters, stickers, and bookmarks) to provide straight-forward, simple messages about proper ICT use to avoid cyberbullying and other risks. Samples of the messages used in the awareness campaign are provided below (Ortega-Ruiz et al., 2012).

#### FOR TEACHERS:

- ✔ Make knowledge and command of the potential of ICTs, internet and social networks one of your objectives
- ✔ Creating spaces for dialog and engagement is crucial for bringing the school closer to students and avoiding alienating them
- ✔ Adapt existing detection and deterrence procedures to emerging problems such as cyberbullying

#### FOR PARENTS:

- ✔ Protect your children from harmful elements on the internet just as you taught them to protect themselves against the cold, the rain, and dangers in the street
- ✔ Teach your children to be wary of invitations and messages from strangers. On the internet not all friends are real friends
- ✔ Help your son or daughter to make their own decisions when they are online, and not to be swept along by what others do or say

## EVALUATE

ConRed was implemented in three secondary schools (one private, two public) with students aged 11-19-years-old (Ortega-Ruiz et al., 2012). Certain classes within each school were selected to host ConRed while others served as the control group. A total of 595 students in the ConRed group and 298 students in the control group participated in the ConRed evaluation. The evaluation was quasi-experimental with a longitudinal, pre-post design using previously validated tools.

Results showed that ConRed was effective in changing attitudes to view ICTs as more dangerous, which is important towards the adoption of safer ICT usage (Ortega-Ruiz et al., 2012). Rates of reported cyberbullying aggression and victimization were lower among those who participated in ConRed. Internet addiction rates also dropped significantly among ConRed participants. Lastly, ConRed had positive effects on empathy levels of participants. Results are described in detail below:

- ✔ Levels of perceived control over information online was significantly lower among ConRed students versus control students.
- ✔ Levels of internet addiction, particularly interpersonal internet addiction, dropped significantly among boys.
- ✔ Rates of cyberbullying aggression significantly reduced among ConRed students versus control students.
- ✔ Rates of cyberbullying victimization significantly reduced among ConRed students versus control students.
- ✔ For both cyberbullying aggression and victimization, the greatest drop occurred among boys who participated in ConRed versus girls that participated in ConRed.
- ✔ Affective empathy significantly increased among ConRed students relative to control students, with girls who participated in ConRed having the greatest increase.

## LESSONS LEARNED

ConRed demonstrated the importance of using theory to guide the theory of change and programme design (Ortega-Ruiz et al., 2012). The use of social norms theory in particular allowed participants to challenge their own views and the views of others in order to spark meaningful attitude and behaviour change. Specifically, the social norms approach in the training curriculum was able to raise awareness of how harmful cyberbullying can be, which in turn reduced rates of cyberbullying aggression and victimization. Parents and teachers were critical for the success of ConRed because they monitored behaviours of students which reduced high risk online behaviour and encouraged safe use of ICTs.

Likewise, Inclusion of adults allowed students to feel less isolated and more supported which helped to boost their feelings of empathy.

The fact that ConRed was most effective in reducing cyberbullying aggression and victimization among boys but increased empathy more among girls suggests that future programmes should take gender-specific approaches. Also, using students in the same school as intervention-control groups puts the evaluation at risk of diffusion of information from the intervention to control groups. Future studies should select intervention and control groups in which information cannot be shared between them to eliminate risk of this kind of bias in the evaluation.



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# APPENDIX K: THE GOOD SCHOOL TOOLKIT PROGRAMME SPOTLIGHT REPORT

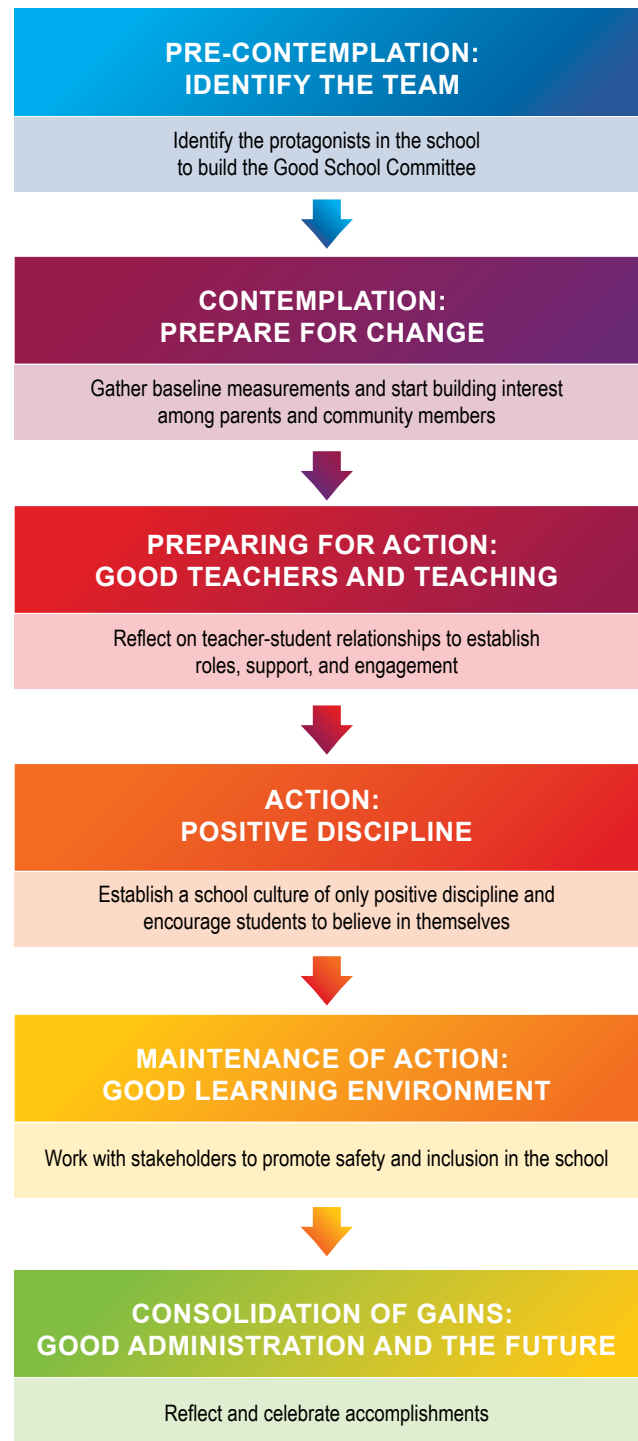
## BACKGROUND

Violence influences many aspects of a child's life, which may lead to a lack of engagement in school, increased risk of depression and suicide, as well as an increased risk of committing or experiencing violence in the future (Devries et al., 2015). In Uganda, violent discipline in schools has been prohibited since 1997, and became illegal in 2016 (Knight et al., 2018). Despite this, violent discipline continues to be common among students in primary schools (Knight et al., 2018). In one study, from 2014, more than 90% of students interviewed had experienced violent discipline by teachers at some point, with 50% of students reporting incidents of violent discipline in the past week (Devries et al. 2014). One of the major factors contributing to continued use of violent discipline is belief by teachers that it is necessary to promote good behaviour and foster learning (Devries et al., 2017). The Good School Toolkit was developed by the Ugandan-based NGO Raising Voices and is a violence prevention behavioural intervention designed to reduce violent discipline from school staff to students (Devries et al., 2017; Knight et al., 2018).

## PLAN

The Good School Toolkit was developed following a situation assessment in 2005 in which children in Uganda were interviewed about their school experience. It was found that 60% of students experienced some form of VAC in school on a regular basis (Raising Voices, 2019). Schools in Uganda were consulted to help create the Toolkit in order to ensure that it met the needs of teachers and students. A conceptual framework was developed based on the Transtheoretical Model and utilizing behaviour change techniques as seen in *Figure 79* (Knight et al., 2018).

Figure 79: Good School Toolkit conceptual framework



The overall goal of the Good School Toolkit is to change the culture in schools to create positive, healthy environments free of VAC (Raising Voices, 2019). Within this overarching goal, there are four interconnected objectives:

- ✔ Develop a collective vision for the school;
- ✔ Create a nurturing learning environment;
- ✔ Implement a more progressive learning methodology; and
- ✔ Strengthen the governance of the school.

A baseline survey was conducted in June 2012, followed by implementation of the Toolkit (Devries et al., 2017; Knight et al., 2018).

## DESIGN AND DELIVER

The Good School Toolkit includes three packages designed to be implemented over 6 steps, as described in *Figure 80* (Raising Voices, 2019). The packages include cartoon booklets, books, and posters containing programme messages as well as facilitation guides that include instructions for conducting over 60 activities. All the activities in the toolkit relate to creating an improved learning environment, respect, understanding power dynamics, improving teaching methodologies, and using non-violent forms of discipline (Devries et al., 2015; Devries et al., 2017). Additional steps on how to think about planning for the future and celebrating the school’s success are also included (Devries et al., 2015).

The six steps involved in implementing the Good School Toolkit, the theme of each step, the

resources associated with it, and the step’s overall goal were (Raising Voices, 2019):

### STEP 1 YOUR TEAM AND YOUR NETWORK

- **Focus:** Includes programme information and how to get started by creating the Good School Committee and joining the Good School Network.
- **Additional resources:** *What is a Good School? A Companion for Teachers and Students* (Book)
- **Goal:** Fostering connections with key people to create a better school and help one another.

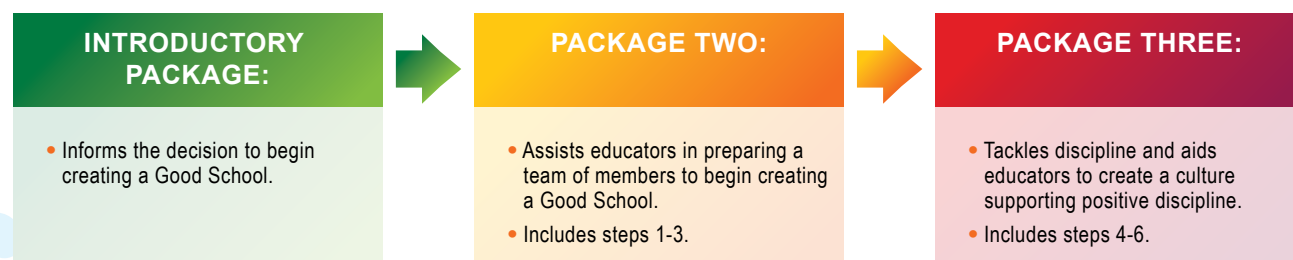
### STEP 2: PREPARING FOR CHANGE

- **Focus:** mapping thoughts on the current state of the school and sparking interest in the programme.
- **Additional resources:** Four posters
- **Goal:** Begin implementation with a focus on inclusion and the tools needed to measure and celebrate change.

### STEP 3: GOOD TEACHERS AND TEACHING

- **Focus:** Teachers are given new perspectives on their roles beyond traditional instruction, more professional support, and ways to interact in a more positive and creative way with students.
- **Additional resources:** “What is a Good Teacher?” (cartoon booklet)

*Figure 80: Good School Toolkit package components*



- **Goal:** Motivate teachers to excel as educators and take greater pride in their role.

**STEP 4: POSITIVE DISCIPLINE**

- **Focus:** Addresses how to foster a school culture that focuses on positive disciplinary methods instead of violent discipline.
- **Additional resources:** “What is Wrong with Corporal Punishment?” and “What is Positive Discipline? (cartoon booklets)”; Positive Discipline Responses (poster); “Positive Discipline: Alternatives to Corporal Punishment (book).”
- **Goal:** Encourage students to believe in themselves, motivating them to be their best self from within.

**STEP 5: GOOD LEARNING ENVIRONMENT**

- **Focus:** How to create a sense of safety for students so they can grow freely and a culture of inclusion as well as improving the school’s physical compound.
- **Additional resource:** “What is a Good Learning Environment?” (Cartoon Booklet)
- **Goal:** Provide a sense of security, dignity, value, and voice for students.

**STEP 6: GOOD ADMINISTRATION AND THE FUTURE**

- **Focus:** How to remain a good school and celebrate success.

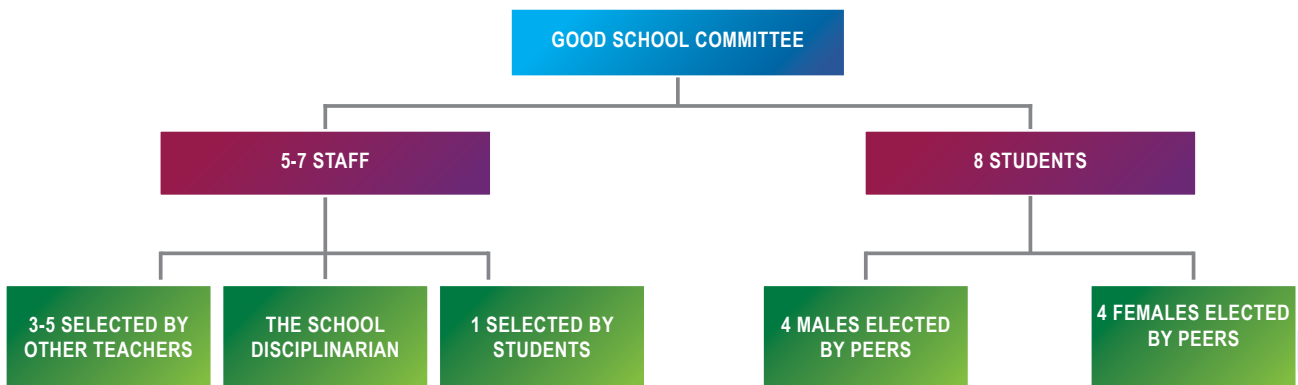
- **Goal:** Inspire everyone with the accomplishments thus far and establish a plan for the future.

While schools can decide which activities to implement, they must implement a certain number of activities before moving on to the next step. In this way, the Toolkit is designed to be flexible and adaptable. Completion of all six steps takes about 18 months which is equivalent to four school terms in Uganda primary schools (Devries et al., 2013; Knight et al., 2018).

The facilitation guides, books, booklets, and posters are all text-based with visual aids and supplementary resources like checklists and reporting forms. However, the activities include interpersonal and group communication, school assemblies, capacity building workshops, policy development (for schools to implement), and School Pride Day which brings the entire school community together (Raising Voices, 2019). Some activities also use music, drama, dance, and art. Games like scavenger hunts are included to help build trust, cooperation, and respect between participants. Partnerships can be created so students can be referred to services, such as social workers, health workers, and local council leaders, as needed (Raising Voices, 2019).

As part of the introductory package, two staff members and two students from each participating school were chosen to oversee and facilitate implementation of the Good Schools Toolkit (Devries et al., 2013). Raising Voices provided training to the teachers and students prior to facilitating the programme. These teachers and

Figure 81: Good school committee members



students then facilitated the creation of the Good School Committee (see *Figure 81* for the committee make up) (Raising Voices, 2019). The elected students and teachers and the committee work together through each of the six steps to complete the programme.

In addition, each school received a visit from two Raising Voices staff members for Toolkit basics training (Knight et al., 2018). After the schools decided to implement the Toolkit, the two staff members administer a three-day workshop to aid schools in developing an action plan. From then on, Raising Voices staff members call the school staff every month to review progress on the action plan and visit the schools quarterly to check in and provide assistance as needed. Process and behavioural monitoring data was regularly collected during this time.

## EVALUATE

Among 151 eligible primary schools in the Luwero District of Uganda, 42 schools were randomly selected for implementing the Toolkit (Devries et al., 2017; Knight et al., 2018). This resulted in 21 schools receiving the Good School Toolkit and 21 schools being in a waitlisted comparison group. Completion of the toolkit occurred between September 2012 and May 2014. An endline survey was administered in June 2014, in which 92% of the sampled students were interviewed and 91% of all staff were interviewed. The Good Schools Toolkit Evaluation included the following design elements:

### STUDY DESIGN AND SAMPLING:

- ✔ Sample size calculated to account for loss to follow-up while maintaining statistical significance.
- ✔ A two-arm cluster-randomised controlled trial was used. Of 151 eligible schools in Luwero, 42 were randomly selected (21 schools served as comparison sites and 21 received the intervention). Within these 42 schools, up to 130 students in grades 5, 6, and 7 were randomly selected for participation in the evaluation. This resulted in a final sample size

of 1,899 students in the comparison group and 1,921 students in the intervention group.

### CONFIDENTIALITY AND SAFETY PROCEDURES:

- ✔ Parents were informed of the programme and evaluation prior to implementation. If they desired, they could opt their child out of both.
- ✔ Only children who could understand the consent process were eligible for participation in the evaluation. They were made aware of how the information collected would be used prior to giving verbal consent.
- ✔ Interviews were conducted by trained researchers at school but out of earshot of others to maintain privacy.
- ✔ Children deemed in need received referrals to a variety of support services based upon the severity of violence reported and when it occurred. These criteria were determined by child protection services experts prior to the evaluation.

Overall, intervention students had reduced levels of violence versus comparison students (Devries et al., 2017). Through using process data, researchers concluded that schools with higher exposure levels among teachers had greater reductions in VAC compared to low exposure schools (Knight et al., 2018). The results by variable were:

### OVERALL RATES OF VIOLENCE

- ✔ Over the past week, intervention students reported significantly less violence overall (40%) versus comparison students (57%).
- ✔ Over the past term, intervention students reported significantly less violence overall (67%) versus comparison students (85%).
- ✔ In schools where teachers had higher exposure levels to the Toolkit, there were significantly greater decreases in VAC levels between baseline and endline.



### VIOLENT DISCIPLINE

- ✔ Intervention students reported significantly less physical violence from teachers over the past week (33%) and term (62%) versus comparison students (50% and 80%, respectively).
- ✔ Students who had higher exposure to the Toolkit had significantly (24%) lower odds of experiencing physical violence by staff in the past week.
- ✔ Teachers who had higher exposure levels had significantly (23%) lower odds of using physical violence against students in the past term.

### PEER-TO-PEER VIOLENCE

- ✔ Intervention students reported significantly less peer-to-peer violence over the past week (18%) and term (29%) versus comparison students (23% and 36%, respectively).

### EMOTIONAL VIOLENCE

- ✔ Rates of emotional violence (staff-student) were significantly lower among intervention students (14%) versus comparison students (18%) over the past term.

In general, the magnitude of change was greater among intervention boys than intervention girls, but rates were generally significant for both genders. Results also showed that schools that implemented the most Toolkit elements in the last term had significantly smaller decreases in VAC versus schools who implemented the programme predominantly in earlier terms. While overall exposure was associated with better outcomes, girls, students with poor mental health, students who reported high exposure to violence outside of school, and students reporting difficulty with self-care were at an increased risk of experiencing violent discipline (Knight et al., 2018).

### LESSONS LEARNED

The evaluation showed that the whole school, inclusive approach taken by the Good School Toolkit to change school culture is effective in reducing VAC. More studies using other methods to examine VAC levels aside from self-reports are needed to verify these findings (Devries et al., 2017; Knight et al., 2018). Exposure to the programme was found to be the driving factor of change among both students and teachers (Knight et al., 2018). The fact that effects were lower among schools who implemented in the last term suggests that a 'last ditch effort' to implement may have negative effects on the ability of the programme to insight change. It should be implemented earlier to avoid these issues. The most important factors in success of the programme were strong leadership and ownership of the programme by students and staff, on-going support provided by Raising Voices, and motivations of the trained students and teachers as well as the Good School Committee (Knight et al., 2018).

The lower magnitude of change among girls is likely related to lower exposure levels they reported. This suggests a need to address underlying gender norms (Knight et al., 2018). Likewise, girls, those with mental health issues, students who faced high VAC levels outside of teacher-student violence, and those who had eaten fewer meals faced higher levels of VAC irrespective of exposure level. Programme components should be designed and implemented to help teachers apply positive discipline methods with such students. This also calls upon a greater need to acknowledge overlapping vulnerabilities students face and build capacities of the entire school system to create an environment that helps them improve the communication skills, resiliency levels, propensity to form relationships, and help build confidence among these at-risk groups (Knight et al., 2018).

# APPENDIX L: UNICEF JORDAN PROGRAMME SPOTLIGHT REPORT

## BACKGROUND

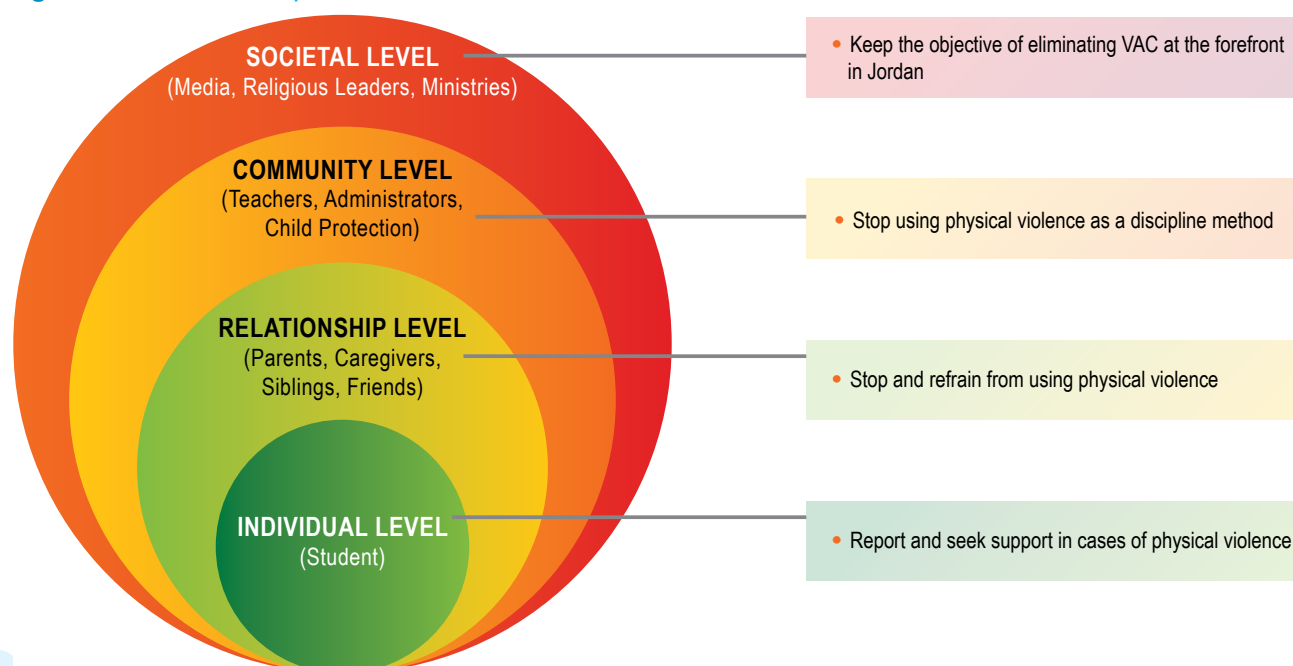
According to a national survey of VAC in Jordan commissioned in 2007, violent discipline in schools was widespread despite the prohibition of corporal punishment by law (Elayyan, 2007; UNICEF Jordan, 2017). Approximately 71% of children reported enduring verbal abuse and 57% of children reported facing physical abuse by teachers and school administrators. Caregivers support violent discipline in schools, with 62% of households allowing teachers to physically discipline children according to the Jordan Households Status Report (UNICEF Jordan, 2020). Social norms and cultural practices in Jordan condone violent discipline within multiple contexts due to the belief that it is an effective way to raise children, presenting a challenge to eliminating violence against children (VAC). In addition, bullying has increased and is the cause of school dropouts particularly for Syrian refugee children (UNICEF Jordan, 2016). In response, since 2009, UNICEF Jordan has developed and implemented multiple programmes to ensure that every child is protected from violence in schools and other settings.

The “Changing Norms and Behaviours to End Physical Violence Against Children in Jordan 2019 – 2021 Strategy” culminated from the implementation of these various programmes run by UNICEF Jordan to end violence against children (UNICEF Jordan, 2020).<sup>44</sup> The strategy is focused on raising awareness of the long-term effects of VAC and to showcase it as a public issue in order to change social norms while promoting and supporting protective environments for children at home, in the community, and beyond. This UNICEF Programme Snapshot focusses specifically on one component of this holistic strategy, the Ma’An (‘Together’ - Towards a Safe School) Programme (UNICEF Jordan, 2020).

## PLAN

UNICEF Jordan, in conjunction the Ministry of Education (MoE), initiated Ma’An, a nation-wide social and behavioural change communication (SBCC) programme which ran from 2009-2016, to end violent discipline in school settings by encouraging positive attitudes and behaviours

Figure 82: Ma’an conceptual framework



44 To access the full report see: <https://data2.unhcr.org/en/documents/download/64040>

among school staff and children (UNICEF Jordan, 2020). Children are the primary beneficiaries of Ma’An, while other beneficiaries include teachers, school staff, community leaders, and parents. The overall goal of Ma’An is to make schools a safe environment for children by reducing the incidence of VAC. Objectives of the programme were to (UNICEF Jordan, 2020):

- ✔ Shift social norms around VAC;
- ✔ Educate teachers about their rights and responsibilities; and
- ✔ Foster accountability among those charged with protecting children from violence.

To attain these objectives, the Social Ecological Model (SEM) was used to develop a conceptual framework with multiple levels of influence (see *Figure 82*) (UNICEF Jordan, 2020).

At the individual level are children, who are the main target audience at risk of facing VAC. The interpersonal level consists of parents, caregivers, siblings, and friends as children rely on them for guidance while also being affected by their attitudes and emotions. The community level focuses on the role of teachers, school administration, and child protection workers to be agents of positive change. Lastly, at the societal level, media specialists, religious leaders, journalists, ministries, institutions, civil society, and other UN agencies work in unison to institute ethical systems that help disseminate information to the public (UNICEF Jordan, 2020)

In addition to developing a conceptual framework, three situation assessments were conducted as shown in *Figure 83* (UNICEF Jordan, 2020). The reviews focused on understanding the capacity of journalists, partnership and sustainability potential, and the communications landscape.

A theory of change was developed laying out the activities and associated outputs, medium-term changes, and predicted impact of Ma’An (see *Figure 14 and Programme Spotlight 4 for a detailed description*) (UNICEF Jordan, 2020).

**Figure 83: Ma’an situation assessments**

<b>JOURNALIST CAPACITY ASSESSMENT</b>
<ul style="list-style-type: none"> <li>✔ Mapping of communications capacity of journalists through primary and secondary research: consultations with partners, review of documents and surveys, and media studies.</li> <li>✔ Found that journalists lack VAC knowledge and the ethics of reporting these issues. The findings were utilized to design and integrate a C4D programme at the Jordan Media Institute (JMI).</li> </ul>
<b>CAPACITY ASSESSMENT FOR PARTNERSHIP AND SUSTAINABILITY</b>
<ul style="list-style-type: none"> <li>✔ Key informant interviews conducted among 24 institutions to understand the work being done on child protection and the strategies for combatting VAC.</li> <li>✔ Findings have been vital in promoting partnerships and improving coordination among institutions related to implementing programmes to combat VAC.</li> </ul>
<b>DESK REVIEW ON COMMUNICATIONS LANDSCAPE</b>
<ul style="list-style-type: none"> <li>✔ Desk review conducted to understand the capability of experts, accessibility and usage of communication tools, and the scale of media in Jordan.</li> <li>✔ Found a lack of important work carried out to design, implement, and evaluate C4D interventions. Results have helped create a holistic communication environment to eliminate VAC.</li> </ul>

Based on the conceptual framework, multiple situation assessments, and the theory of change, a total of eight indicators were created to measure the effectiveness of Ma’An (UNICEF Jordan, 2017). The eight indicators encompass behaviour and attitude change, policy development and use, and programme outputs and their implementation/use as seen below:

- ✔ % reduced incidences of violence by teachers and educators in all Public and UNRWA schools by 40% in first year and by 90% in the third year, then recurrently for remaining years;
- ✔ % of children and their parents/caregivers that have confidence that schools are safer for children;
- ✔ Relevant policies, standards and standard operating procedures formulated (published, informed) on the use of positive disciplinary methods by teachers in schools;

- ✔ # of teachers trained on the use of positive discipline methods by teachers in schools;
- ✔ # of trained teachers that become Master Trainers for implementing the use of positive discipline methods by teachers in schools;
- ✔ The accountability systems put to use and the actions that are taken on reporting VAC in schools;
- ✔ # of school-based advocacy groups and its members that have received training;
- ✔ # of school principals that have won recognition for implementing systems and trainings.

## DESIGN AND DELIVER

Design and delivery of Ma'An is structured around four clusters of activities, each of them is described in the sections below.

### 1. Administrative Mobilization and Advocacy

The Ministry of Education (MoE) implemented mobilization and advocacy measures to integrate Ma'An objectives into the education sector (UNICEF Jordan, 2020). The MoE was responsible for (UNICEF Jordan, 2020, 2017):

- ✔ Assigning responsibilities associated with general guidance of the programme;
- ✔ Disseminating guidance letters containing the overall message of the programme to school staff;
- ✔ Introducing and distributing information on the programme goal, objectives, and activities to school staff;
- ✔ Revising and updating the MoE Student Disciplinary Instructions; and
- ✔ Devising PEET (Pause, Enquire, Engage, and Take action) operating procedures for when an issue arises in the classroom.

### 2. School Based Activities

Ma'An empowered teachers and administrators to be agents of change by creating a supportive environment and building their capacity to manage student misbehaviour (UNICEF Jordan, 2020, 2017). Safe School Environment Councils were formed in all participating schools, consisting of:

- ✔ the school principal;
- ✔ a school counsellor;
- ✔ two teachers;
- ✔ two parents from the Parent-Teacher Association; and
- ✔ two students from the School Council/Parliament.

These councils were trained to coordinate various Ma'An activities within the school and conducting monthly assessments using the Ma'An Online Survey System to monitor occurrences of verbal and physical VAC as well as the use of positive discipline by teachers. The councils used the monthly monitoring results to develop plans of action with events like meetings between teachers and students, group counselling sessions, and sports and arts related activities. Starting in 2014, select members of the Safe School Environment Councils underwent capacity building focused on improving classroom management skills and adopting Ma'An principles and approaches. These members in turn trained the rest of their council, employing the trainer-of-trainers model. Additionally, the councils worked with the students in their school to create and implement school-wide codes of ethics and classroom rules (UNICEF Jordan, 2020, 2017).

### TARBIYEH PROGRAMME

Following a qualitative monitoring study, UNICEF Jordan piloted an additional school-based component titled 'Tarbiyeh' in order to tackle challenges from the first two years of Ma'An implementation and improve the overall effectiveness, sustainability, and scalability of the programme (UNICEF Jordan, 2020, 2017). The overall goal of Tarbiyeh was to provide teachers,

students, and the community with the skills and resources needed to end VAC. The objectives were to:

- ✔ Provide teachers and staff with skills to cope with student behaviours;
- ✔ Provide students with social interaction skills;
- ✔ Provide students with reinforcements to reassure their accountability; and
- ✔ Involve the community to combat VAC.

Tarbiyah strengthened positive behaviours among students and educators by teaching shared responsibility and using rewards as reinforcements through two initiatives (UNICEF Jordan, 2020, 2017):

- ✔ **I am My Group:** teachers and students are randomly assigned to groups known as 'houses'. The houses across the school compete on a weekly basis in a series of activities focused on positive behaviour change to instil a sense of joint responsibility and cooperation.
- ✔ **My Behaviour is my Responsibility:** students take behavioural assessments then, based upon their scores, they work with counsellors and teachers to correct misbehaviour in a safe and positive way. In this way, a self-reinforcing cycle is developed where students take responsibility for their actions in order to improve future behaviours.

### 3. Media Campaign

The media campaign was implemented three times a year in three-week periods for the first year of the Ma'An programme (UNICEF Jordan, 2020, 2017). TV, radio, and print channels were used to convey the overall message:

**VIOLENCE AGAINST CHILDREN IN SCHOOLS MUST STOP AND POSITIVE DISCIPLINARY APPROACHES AND MEASURES SHOULD BE TAKEN.**

Overall, the media campaign was aimed at unifying the message to use positive discipline approaches among the various levels of influence. After the first year of Ma'An, the media campaign was discontinued as it required more capacity building for journalists reporting on VAC and the lack of appropriate over-sight. However, despite being a short-lived campaign, the interventions did well in sensitizing the general public on Ma'An messages and amplifying the VAC issue (UNICEF Jordan, 2020, 2017).

### 4. Community Mobilization

Community mobilization activities involved a number of channels from training to community-wide events (UNICEF Jordan, 2020, 2017). Key influentials, parents, and the broader community were all the intended audiences and participants in these activities. The community mobilization activities implemented were:

- ✔ Training of community leaders on advocacy skills and Ma'An principles;
- ✔ Meetings with tribal leaders and key influentials in how to support schools and end violent discipline;
- ✔ National Commitment Day: a celebration in 13 locations including signing pledges to end VAC;
- ✔ Broadcasting the National Commitment Day celebration on TV;
- ✔ Performances of the Ma'An song, sporting activities, and other leisure activities at the National Commitment Day; and
- ✔ Training of religious leaders to spread Ma'An messaging in sermons and school visits.

### MONITORING

The Ma'An process was extensively monitored so results could be continually applied to programming (UNICEF Jordan, 2020, 2017). The Ma'An Online Survey System gathered questionnaire-based quantitative data every month from all participating

schools. The data collected is self-reported by children recounting instances of violence. This allowed incidents of physical violence, verbal abuse, sexual violence, and bullying to be monitored. The data was also used to measure the frequencies of physical violence and the use of positive disciplinary alternatives by both teachers and administrators in the campaign schools. In 2018, UNICEF assisted the MoE to evaluate and upgrade the Ma’An Online Survey System embedding social norms and behavioural change indicators and to also develop a practical online system to monitor occurrences of other types of VAC in schools (such as student to students, online bullying) and in other settings. Select monitoring results are discussed below (UNICEF Jordan, 2020, 2017).

**SCHOOL BASED ACTIVITIES**

- ✔ 3,400 advocacy groups created
- ✔ Held National Ma’An Day in all schools
- ✔ Completed monthly random surveys using MOSS
- ✔ Created and circulated a training manual for alternative discipline methods in schools
- ✔ Created a code of conduct and ethical code
- ✔ MoE promoted alternatives to violent discipline to all participating teachers
- ✔ Trained counsellors and principals to showcase positive discipline strategies

**MEDIA ACTIVITIES**

- ✔ 4,000 principals attended a Programme launch occasion
- ✔ The National Alliance for the Ma’An Programme, with Her Majesty Queen Rania as the Honorary President, has been recognised
- ✔ Four media programmes piloted through TV, radio and print
- ✔ Developed the Ma’An Programme website

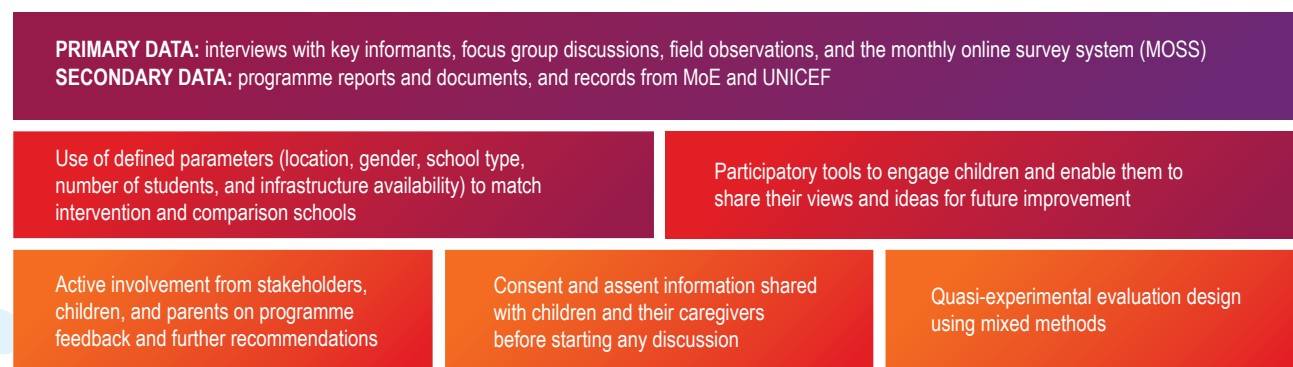
**COMMUNITY ACTIVITIES**

- ✔ Partnership with Ministry of Awqaf to implement a message of not accepting violence in schools through Preachers and Imams
- ✔ Partnership with Ministry of Interior for community mobilisation for not accepting violence in schools

**EVALUATE**

UNICEF commissioned a comprehensive evaluation to determine the relevance, efficiency, effectiveness, sustainability, and impact of the Ma’An programme from 2009 to 2016 (UNICEF Jordan, 2017). The findings are being used for implementation improvement and future development of the programme targeting VAC in all settings under the ‘Changing Norms and Behaviours to End Violence Against Children in Jordan 2019-2021’ Strategy. *Figure 84* provides an overview of the design of this comprehensive evaluation (UNICEF Jordan, 2017).

**Figure 84: Ma’an evaluation overview**



Data from the Ma’An Online Survey System was used to conduct quantitative analysis on frequencies of VAC as well as identifying drivers of VAC, effectiveness of Ma’An components, and to derive recommendations for future programmes (UNICEF Jordan, 2017). In total the Ma’An Online Survey System database contained 1,867,653 responses from 236,098 sessions from 3,564 schools (UNICEF Jordan, 2017).

Qualitative data was collected using key informant interviews with government and non-governmental organization professionals (n=17), focus group discussions with children (n=64), and field observations (UNICEF Jordan, 2017). Secondary sources, such as school records and programme documents, were gathered as needed as well. Critically, the evaluation was participatory in nature, engaging MoE and programme staff to provide input concerning its design and implementation, while focus groups also used participatory activities to engage children on a deeper level in non-threatening ways (UNICEF Jordan, 2017).

Participants in key informant interviews and focus group discussions reflected on how deeply rooted social norms favouring violent discipline are, as shown in *Figure 85* (UNICEF Jordan, 2017). These social norms present a continued challenge to ultimately eliminating violent discipline to be tackled in future programmes.

The evaluation remarked Ma’An comprehensive programme design made of complementary strategies such as institutional interventions,

capacity development, media outreach and community engagement, to address the root causes of VAC and emphasise a unified message of behavioural change (UNICEF Jordan, 2017). Students and teachers reported positive feedback about Ma’An, indicating that they enjoyed the programme activities and found it to be effective in reducing violent discipline (UNICEF Jordan, 2017).

Between 2012 and 2017, all types of schools showed significant decreases in the prevalence of violent discipline (UNICEF Jordan, 2017). Since the end of the programme, children who experienced physical violence significantly decreased, from 40% in 2009 to 8% in the academic year of 2018-2019 (UNICEF Jordan, 2020). Verbal violence likewise decreased from 45% in 2009 to 15% during the 2018-2019 academic year (UNICEF Jordan, 2020).

### LESSONS LEARNED

To highlight and reduce VAC in Jordan, a multi-sectoral programme and coordination proved to be critical (UNICEF Jordan, 2020). For a programme to bring about social norms change, there needs to be lasting efforts of behaviour change communication at various avenues including the school, home, and community without underestimating the interlinks between these avenues. VAC in schools cannot be eradicated through an impartial school-based intervention. Yet, to end VAC in schools there needs to be equal levels of work at the community level to desert the current norm of using violent discipline (UNICEF Jordan, 2020).

**Figure 85: Qualitative results on VAC social norms**

PARENTS	TEACHERS	STUDENTS
<p>"The teachers want to make girls better. Girls have to know that the teachers love them, and want what is good for them. We are mothers, and we are violent with our children when they do something wrong. You do not hurt them, but you use violence so that they will be better. You have to teach them right from wrong"</p>	<p>"Parents encourage violence. Education will not work except with violence. We are a society that hits student to scare them but not brutal. Violence in schools existed since long... in our definition this is not violence this is called obedience and bringing up. 90% of the root causes of violence comes from home. We have so many parents that come and complain that their kids are out of control and they can't handle their behaviour."</p>	<p>"When we are punished we do not get upset, it is for our own good so we do not make mistakes again. R: if a child does not stop making a mistake when he is told to stop, then the parents has to resort to the last option, which is violence. As long as the child is not injured or harmed."</p>

The total Programme outlay equalled an estimated Jordanian Dinar (JOD) 2.49 million, based on estimates for 2009-2011 and actuals for 2012-2016 (For details on calculations, refer Table 3.1 in Efficiency Section) (UNICEF Jordan, 2017). Approximately 57% has been spent on Child Protection and the remaining on system strengthening (UNICEF Jordan, 2017).

The approaches and strategies adopted for implementation of this programme were seriously challenged due to unforeseen external factors and internal oversight. Another major challenge the Programme faced shortly after its launch was the humanitarian response to manage the influx of Syrian refugees in 2011 (UNICEF Jordan, 2020). UNICEF JCO had to prioritise its resources towards humanitarian assistance but despite all these challenges, the UNICEF JCO and MoE remained determined in the implementation of the Programme.

School Advisory Groups were essential to the programme and indeed acted as agents of change (UNICEF Jordan, 2017). Success of the groups seemed dependant on the role of the school principal and the presence of a counsellor. The training of religious leaders and engagement with community elders were also successful community components. From 2010 to 2012 the MoA&IA trained 2,500 Imams and preachers out of the total 3000, who in turn reached out to thousands of people. 700 of those trained were female preachers and they were very active in girls' schools (UNICEF Jordan, 2017).

Without participation and ownership of the relevant ministries, a national level programme cannot fully achieve its objectives (UNICEF Jordan, 2017). In addition to coordination, capacity development is key to sustaining partnerships, including with private sector and media professionals whose engagement benefited the programme overall. Moreover, while the media campaign successfully increased awareness among the public, it tended to focus on teachers in a negative way. A balanced

approach of positive and negative reinforcements is vital in achieving substantial results (UNICEF Jordan, 2017).

Ma'An evaluation found the programme design (in terms of components and strategies) relevant and comprehensive, as it sought to address the most significant causes of the VAC in schools (UNICEF Jordan, 2020, 2017). The design blended complementing strategies and actions to address causes, including a series of institutional interventions, e.g., regulatory, school-based and capacity development interventions as well as outreach interventions through media and community/religious leaders, to reinforce the message of behavioural change (UNICEF Jordan, 2020, 2017).

The evaluation of the Ma'An programme shows that programme has been effective in reducing violence in schools and it created national momentum on reducing violence against children in schools (UNICEF Jordan, 2020, 2017). The findings of the evaluation are being used in the implementation of the current programme carried out with support, specifically in terms of improving the reporting of the monthly online student survey, development of a three-year strategic framework and plan to strengthen MoE institutional capacity for institutionalization of this intervention, and expansion of capacity building initiative for MoE staff on prevention of violence in schools (UNICEF Jordan, 2020, 2017).

Furthermore, the 'Changing Norms and Behaviours to End Violence Against Children in Jordan 2019 – 2021' strategy took into consideration the key learnings and recommendations from this evaluation to propose activity-sets that continue the Ma'An campaign in schools while also broadening it to target all settings (UNICEF Jordan, 2020).

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