

# Social and Behaviour Change Strategies for Addressing Violence Against Children In and Around Schools: Case Studies and Lessons Learned

This paper is a synthesis of learning and case studies from ***Social and Behaviour Change to Address Violence Against Children. Technical Guidance: Schools Edition***, commissioned by UNICEF Communication for Development, Child Protection and Education Sections at UNICEF NYHQ and authored by Suruchi Sood, Kelli Kostizak, and Farren Rodrigues, at the Dornsife School of Public Health Drexel University, with the contribution and support of many people within UNICEF.<sup>1</sup>

The technical guidance publication is a comprehensive document which presents the basics of researching, planning, monitoring and evaluating C4D interventions, and offers guidance on how such interventions can be used to address violence against children (VAC) in and around schools. Its content is the result of a systematic review of the available evidence on the effectiveness of C4D approaches in addressing VAC, which included an analysis of 302 documents, including 70 articles focussing on the planning, design, implementation, and evaluation of C4D programmes targeting VAC in and around schools.

## Introduction

Schools must be safe environments free from all forms of violence. However, globally, half of students aged 13–15, about 150 million, experience peer-to-peer violence in and around schools, slightly more than one in three students aged 13–15 experience bullying, and about the same proportion are involved in physical fights. About 720 million school-aged children live in countries where they are not fully protected by law from corporal punishment at school.<sup>2</sup>

Violence against children in and around schools encompasses the violence perpetrated by teachers and other school staff as well as by peers in and around schools, including online, violence in the community that has an impact on schools – for example armed violence and violence associated with gang culture - and attacks on schools. Violence can be physical, sexual and psychological and can take various forms, including bullying, cyberbullying, fights and physical attacks, violent discipline, sexual violence, and schools under attack.

Schools also have a key role to play in preventing and responding to violence against children in settings outside of school – for example, teachers and other school staff can identify and support students who experience violence or abuse at home in a variety of ways.

Violence in and around school is a child rights violation which can cause serious life-long consequences on children and impose negative socio- economic impact on communities, countries and the world.

UNICEF works in 72 countries to address violence in and around schools (2019), and together with 13 other organizations<sup>3</sup> is part of Safe to Learn (STL), a global initiative to end violence in and through schools, whose objectives are set out in a five-point *Call to Action*: 1. Implement policy and legislation; 2. Strengthen prevention and response at the school level; 3. Shift social norms and behaviour change; 4. Invest resources effectively; 5. Generate and use evidence.

This paper supports the third objective of STL's Call to Action – ***Shift social norms and behaviour change*** – which aims for parents, teachers, children, local government and community leaders to recognize the devastating impact of violence in schools and take action to promote positive social norms and gender equality to ensure schools are safe spaces for learning.<sup>4</sup> In order to achieve this, the following three benchmarks need to be met, according to the *Safe to Learn Global Programmatic Framework & Benchmarking Tool: From Call to Action to Programme Responses*: 1. There is wide dissemination and engagement with stakeholders to build knowledge and appreciation of child rights and laws prohibiting violence; 2. Specific, evidence-informed interventions are implemented and evaluated with schools, addressing social norms that drive key forms of violence; 3. Young people, parents, teachers and community members in and around schools engaged and active on the topic of school violence.<sup>5</sup>

# 1. What's C4D?

Globally, and within UNICEF, Communication for Development (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.

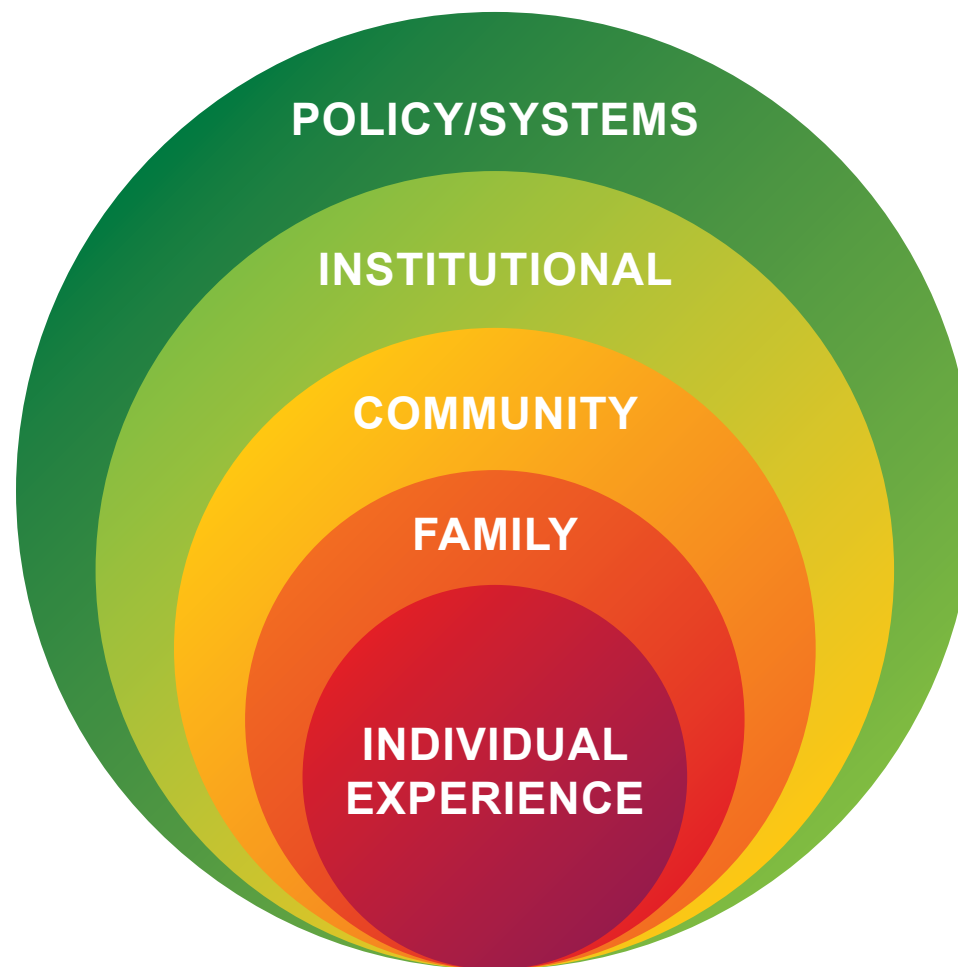
C4D is an evidence-based process which utilizes a mix of communication tools, channels and approaches to facilitate participation and engagement with children, families, communities, and networks for positive social and behaviour change in both development and humanitarian contexts. C4D draws on learnings and concepts from the social, behavioural and communication sciences.

Central to C4D is the idea that communication is a dialogue, a two-way 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.

# 2. The social ecological model

The social ecological model is a guiding theoretical framework which reflects a dynamic social system that divides society into levels of influence: individual, family, community, institutional and policy/system. These levels are shaped by the actions of individuals and vice versa. Actions and practices have multiple levels of causation. Thus, for social or behaviour change to occur, intervention is needed at multiple levels.

Figure 1: Social ecological model





### 3. Social norms can drive violence in and around schools

What's a social norm? In simple terms, social norms are unwritten rules that guide human behaviour.

SOCIAL NORMS COMPONENTS	HOW NORMS IMPACT BEHAVIOURS – EX. BULLYING
Descriptive norms - beliefs of what others do.	Students may feel that bullying is rampant in their school, everyone is involved, and they don't have any recourse.
Injunctive Norms – beliefs about what others expect you to do.	Students may feel that they will be shunned by their peers if they do not engage in bullying or if they appear to be a victim.
Outcome expectations – Perceptions about rewards and punishments for following or breaking a social norm.	Rewards for bullying could be perceptions of being considered “cool” or “unbeatable”. Punishment could include beliefs that bullying is cause for expulsion.

### 4. C4D role in addressing VAC in and around school

C4D can address both the prevention and response dimensions of violence against children.

It can generate awareness and dialogue, build confidence, promote protective social norms, garner commitment, and encourage actions by families, communities, and children themselves to end such practices. It can inform, influence, motivate, engage and empower.

Communication for development strategies 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.
- ✔ 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.
- ✔ Changing and aligning policy on the school, local, and national levels to prevent VAC.

## 5. Case studies on C4D addressing VAC in and around schools

### **Your Moment of Truth programme, Kenya**<sup>6</sup>

Starting in 2014, the *Your Moment of Truth* programme in Nairobi, Kenya, consulted several groups of high-school aged boys as part of a situation analysis and to develop a programme curriculum for a six-week gender-based violence educational programme aimed at high school students living in the country's capital.<sup>7</sup> 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.<sup>8</sup>

#### TIPS:

#### INVOLVEMENT OF COMMUNITY ADVISORY BOARDS

- ✔ Involve community advisory boards as a best practice.
- ✔ Community advisory boards should include different stakeholders, including both children and adults.

### **The Go Girls! Initiative, Botswana, Malawi and Mozambique**<sup>9</sup>

*Go Girls! Initiative* was developed and implemented from September 2007 to 2010 following a situation assessment undertaken through the following methods: literature review; focus group discussions with adolescent girls and boys, women, men and community leaders; community mapping to identify the safe and unsafe spaces in the community.

The initiative identified several individual-level and community-level risk factors associated with vulnerable girls susceptibility to HIV infection, including the fact that while younger girls identified schools as safe, older adolescent girls did not consider school a safe place as teachers were demanding sexual favours in exchange for good grades.

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.<sup>10</sup>

Based on findings the initiative also developed multiple communication approaches to reach primary, secondary, and tertiary audiences: Community-Based Life Skills Training; School-Based Life Skills Training; School Personnel Training; Community Mobilization; Reality Radio Programme; Economic Strengthening; Cross-sectoral Fora; Increasing Adult-Child Communication.

### **S.T.E.P.S. Together, Bulgaria**<sup>11</sup>

*S.T.E.P.S. Together* is a national school-based initiative by the Ministry of Education and Science and UNICEF Bulgaria (2019–2022), aiming to create a safe school environment. *S.T.E.P.S. Together* started with a Nationwide Communication for Social Change Campaign (2018-19) focusing on social norms change and then evolved to include programme activities focussing on social development.

The national communication campaign leveraged a variety of communication channels and activities, including:

- ✔ Youth Talks: young people share their experiences and views on VAC in and around schools through various media channels.<sup>12</sup>
- ✔ Mobile Virtual Reality Room: VAC is re-enacted at school to enhance the understanding of VAC and its impacts.<sup>13</sup>
- ✔ World's Largest Lesson: brings together children, adolescents, parents, teachers, local state authorities, social media influencers and the broader community.<sup>14</sup>
- ✔ Media awareness activities using human interest stories, discussions, promotional clips on TV and digital media.<sup>15</sup>
- ✔ Student roundtables, student-led discussions, and focus group discussions.
- ✔ Shape UNICEF interventions in preventing and responding to school-based VAC.

#### TIPS: SITUATION ASSESSMENTS

- ✔ Conduct situation assessment, as a critical first step in C4D strategy design.
- ✔ Tailor programs to specific audiences. Programmes targeting violence in school implemented with diverse populations are less effective than those with homogeneous population.
- ✔ Delineate diverse audiences and use the situation assessment to identify demographic differences and customized channels, approaches, messages, and activities best suited for them.

S.T.E.P.S. Together intervenes at various levels of the SEM (national, school, class and student) with social development interventions involving the entire school community. Activities include:

- ✔ Engaging students and parents in policy development and
- ✔ Supporting teachers- students collaboration to design curriculum, peer mentorship programmes, life and social skills training and conflict resolution sessions to strengthen skills including but not limited to skills to report and intervene in violent situations, mediation to solve conflicts and positive discipline.

Monitoring the results from S.T.E.P.S. Together and making adjustments to the initiative will occur between mid 2020 – early 2021 and findings used to inform adjustments to activities and messages. The evaluation is planned for 2022.

#### TIPS: TARGETING BOTH SOCIAL DEVELOPMENT AND SOCIAL NORMS CHANGE

Include both social development and social norms activities in programmes targeting violence in school.

- ✔ Social development activities focus on development of prosocial skills (ex. training; capacity building; workshops).
- ✔ Social norms activities aim to shift school-wide norms towards non-violence (ex. group discussion and debates; peer leaders/ mentors modelling behaviour; advocacy and policy making/ change; media campaigns; social marketing; mobilization).

## Changing Norms and Behaviours to End Physical Violence Against Children in Jordan, Jordan<sup>16</sup>

*Changing Norms and Behaviours to End Physical Violence Against Children in Jordan strategy* (2019 – 2021) implemented by UNICEF Jordan, the government and partners, aims to eliminate violent discipline and bullying. It is based on a theory of change informed by the learning from previous interventions aimed at tackling violence in the country since 2009, including findings and recommendations from the evaluation of Ma'An. Ma'An was a nation-wide social and behavioural change communication programme to end violent discipline in school implemented in 2009-2016, based on a conceptual framework with multiple levels of influence and developed using the Social Ecological Model.

The 'Changing Norms and Behaviours to End Violence Against Children in Jordan 2019 – 2021' strategy proposes an activity-set which continues the Ma'An campaign in schools while also broadening it to target all settings. The strategy focuses on raising awareness of the long-term effects of VAC, showcasing it as a public issue in order to change social norms and promoting and supporting protective environments for children at home, in the community, and beyond.

Interventions are expected to contribute to four expected outputs:

- ✔ Policy and regulation change to eliminate VAC in schools.
- ✔ Teachers and other school staff understand VAC issues and are capable of addressing them.
- ✔ School community are mobilised to eliminate violence, school forums activated, and safe school environments fostered.
- ✔ Strengthened responsive systems of Ministry of Education at central, directorate and school level ensure VAC in prevention in all schools.

The initiative endeavours to ensure that 'boys and girls enjoy violence free school environment' and to contribute to the overall goal of 'every child being protected from violence and exploitation'.

### TIPS: DEVELOPING A THEORY OF CHANGE

- ✔ Use the Social Ecological Model (SEM) as the guiding framework including multiple levels of influence.
- ✔ Raise awareness of the long-term effects of VAC and to showcase it as a public issue.
- ✔ Build upon existing activities from various school-based programmes rather than using a vertical approach.
- ✔ Promote and support protective environments for children at home, in the community, and beyond.

## Bullying in Sicilian Schools study, Italy<sup>17</sup>

During the 2017/2018 and 2018/2019 school years, the *Bullying in Sicilian Schools* study involved programme beneficiaries in the baseline process of an anti-bullying intervention targeting attitudes towards bullying among first graders in Italy. The programme set up five working groups of experts from the government, health sector and university, who met 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).

Based on results, teachers and professionals then worked together to develop programme activities to increase awareness of bullying and prevent bullying in schools.

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).

**TIPS: PM&E – INVOLVING PROGRAMME BENEFICIARIES IN THE BASELINE PROCESS**

- ✔ Sample schools as an ideal environment to conduct baseline research because they contain a clearly defined population which is relatively stable over time.
- ✔ Listen to beneficiaries voicing their opinions and being engaged at all stages of programme design, implementation and evaluation.

**The True Love Programme, Mexico**<sup>18</sup>

*True Love Programme* implemented in Mexico City, from February to August of 2014, aimed to eliminate sexual violence among adolescents by fostering communication and conflict resolution skills and changing attitudes and behaviours around gender norms and violence. It combined a whole-school approach with a targeted approach for 15-16-year-old students.<sup>19</sup>

The whole-school interventions included two components:

- ✔ One aimed to increase knowledge and change perceptions to favour avoidance of sexual violence – ex. through training for teachers and other school staff.
- ✔ The second, ‘school-yard activities,’ was designed and implemented by selected students and programme facilitators - ex. 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.

The targeted approach for 15-16-year-old students provided a specific curriculum for them in the classroom, with four modules delivered through a variety of activities– ex. analysis of videos, role playing, cooperative games, discussion. The modules covered many topics:

- ✔ **MODULE 1:** Social construction of gender identities; Gender role and stereotype misconceptions; Egalitarian relationships.
- ✔ **MODULE 2:** Knowledge and perceptions around sexual violence and its consequences.
- ✔ **MODULE 3:** Sexual rights; The right to privacy.
- ✔ **MODULE 4:** Skills to cope with sexual violence; How to live with respect for oneself and others; The school as a resource against sexual violence.

**TIPS: COMBINE WHOLE SCHOOL AND TARGETED APPROACHES FOR PROGRAMME DELIVERY**

- ✔ Combine whole-school approach (multiple populations within the school) and targeted approaches (vulnerable students, for example children with disabilities).
- ✔ Identify a range of participants for whole-school programmes: look both outside the school/society-wide; consider schools within a larger social context and assess levels of influence within school.
- ✔ Segment audiences from within and outside of the school setting at different levels of the socio-ecological model, seek to identify special and/or hidden populations with unique needs.
- ✔ Implement targeted components for selected populations, to 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.



## Help the Afghan Children's Peace Education Programming, Afghanistan<sup>21</sup>

The Peace Education Programme of Help the Afghan Children's, (HTAC), a local NGO, was launched in 2002 to promote equitable gender norms and prevent violence against women and children through peace education.

The school-based component of this programme aimed to eliminate peer-to-peer bullying, fighting, and harassment; corporal punishment, and sexual and gender-based violence by empowering girls, changing gender norms, increasing knowledge and teaching conflict resolution and peace-building skills. The programme used a mix of approaches:

1. **PEACE EDUCATION:** teachers were trained to facilitate the peace education curriculum to students. Topics covered conflict resolution, positive role modeling, tolerance, and respect.

**Approach:** behaviour change communication with participation of students and teachers.

2. **CONFLICT RESOLUTION, PEACE BUILDING, AND WOMEN'S RIGHTS TRAINING:** 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.

**Approach:** social change communication with participation of parents, community leaders, and religious leaders.

3. **CAPACITY BUILDING:** training focused on developing non-violent conflict resolution skills, mediation, conflict management strategies, and skills to meaningfully participate in civic affairs. Participants included government officials and representatives of civil society organizations.

**Approach:** social mobilization and social change communication.

4. **PEACE COMMITTEES:** received skills-training on advocacy, peace building, and conflict mediation. They 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. Participants were members from existing shuras (community development councils).

**Approach:** advocacy, social mobilization, and social change communication.

5. **RADIO MESSAGING:** there were two radio messaging activities implemented. The first was a weekly round table discussion that brought together key influential 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. Participants included primary, secondary, and tertiary audiences.

### TIPS: MULTI-LAYERED PROGRAMME APPLYING DIFFERENT C4D APPROACHES

- ✔ Measure meaningful change by combining several coordinated, systematically planned, and sustained activities.
- ✔ Diversify communication approaches. For example, advocacy with school administrators, behaviour change communication with teachers and students and social mobilisation, social change communication with the larger community of caregivers to eliminate violence.

### **Awladna Communication Campaign to end VAC, Egypt<sup>23</sup>**

The *Awladna* (our children) National Communication Campaign to end VAC, implemented by UNICEF Egypt, in coordination with National Council for Childhood and Motherhood (NCCM), was launched in 2016 with the aim of increasing awareness, defining violence against children and providing alternatives to discipline children.

While its Phase 1 and Phase 3 of this programme are dedicated to promoting positive parenting, Phase 2 focused on addressing violence among peers under the slogan #ImAgainstBullying, engaging children, parents, and teachers.

The *Awladna* campaign utilized a variety of C4D approaches, including advocacy, social mobilization, and social and behaviour change communication, to raise awareness and spark change through multiple channels.

Phase 2 intervened through multiple communication channels and platforms, including media activities (Public Service Announcements) shown on TV and played on the radio, supported by a community-wide advocacy event and in-person activities in schools, sports clubs, supermarkets, 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. According to the findings of two post-campaign assessments of Phase 1 of the *Awladna* Campaign<sup>24</sup>, high intersectoral integration between child protection, education, C4D, early childhood, and private sector partnerships proved to be critical in promoting behavioural change at scale.<sup>25</sup>

#### **TIPS:**

#### **COMMUNICATION CHANNELS AND PLATFORMS USING MULTIPLE CHANNELS AND C4D APPROACHES**

- ✔ Communicate key messages on multiple channels to engage diverse participants.
- ✔ Choose from and work with multiple channels from mass media, interpersonal and group communication, folk and local media, and digital media and interactive technologies categories.

### **Parivartan programme, India<sup>26</sup>**

The *Parivartan programme*, launched in early 2019 in India, aimed to eliminate sexual violence among adolescent boys in the slums of Mumbai.

The programme identified and trained coaches for 120 hours, on gender norms, how to teach the boys and influence their attitudes and how to reduce harmful behaviours among team members.<sup>27</sup> Each coach then recruited 15 boys from their community to form a cricket team. The coaches taught cricket and integrated *Parivartan* messages and activities (such as role play and critical reflection) within their regular coaching sessions using 12 cards containing scripted lessons and discussion points along with posters, pamphlets. In the same intervention areas of the coaching, the programme also implemented a social marketing campaign with mobile van activism, disseminated radio messages, and used street theatre, billboards, posters, and social marketing messages on violence against women and girls, sexual harassment, and being an active bystander.<sup>28</sup>

The evaluation of *Parivartan* found improvements in positive bystander behaviour and reductions in violence perpetration among the boys exposed to the programme.<sup>29</sup> 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.<sup>30</sup>

**TIPS:** CHOOSING THE SETTING – INCLUDING CONTEXTS OUTSIDE OF SCHOOLS

- ✔ Elect contexts in addition to, or beyond, the classroom to overloading specific implementers and also to increase engagement with the programme.
- ✔ Ensure that your intervention is a safe space where children and adolescents feel emotionally and physically secure.
- ✔ Involve whole classrooms in activities for adolescents (older than 10 years). While small group activities are more suitable for children under 10 years of age.
- ✔ Balance classroom-based activities with curricular demands, to ensure teachers are not overburdened.

### **ConRed - Knowing, Building, and Living Together on the Internet Programme, Spain<sup>31</sup>**

*Conocer, Construir y Convivir en la Red (ConRed)* Programme (Knowing, Building, and Living Together on the Internet) implemented in Spain aimed to eliminate cyberbullying.

Based on social norms theory, ConRed includes evidence-based practices from past effective anti-bullying programmes.

The programme involved three participant groups as primary and secondary audiences: secondary school students, the school community, and parents.

**PRIMARY AUDIENCE:** Secondary schools students benefited from a curriculum delivered in classrooms for 3 months.

The curriculum included 3-units, divided across 8 sessions:

- ✔ **UNIT 1:** Internet and Social Networks (topics covered: Importance of privacy and control of shared content and Negative consequences of unsafe ICT use).
- ✔ **UNIT 2:** Benefits of healthy and intelligent internet use (topics covered: How to improve ICT use skills; Why prosocial spaces and practices should be prioritized; The importance of avoiding and reporting cyberbullying).
- ✔ **UNIT 3:** Potential problems with using ICTs in a naïve or malicious manner (topics covered: Strategies for preventing cyberbullying; Strategies for addressing cyberbullying when it does arise; ICT addiction and how to avoid it).

Each session began with an open discussion about the session topic<sup>32</sup> to encourage students to challenge their perceptions and beliefs and ended with an exercise to reflect together and apply what they had learned. News stories, videos, pictures and case descriptions were used to help fuel the discussion and spark debate.

**SECONDARY AUDIENCE:** teachers and caregivers were provided with a condensed version of the curriculum and benefited from an awareness raising campaign. Messages were displayed on leaflets, posters, bookmarks, and other visual media and included calls to action, enabling teachers and parents to help prevent and tackle cyberbullying.

*ConRed* evaluation showed that the programme was effective in changing attitudes to view ICTs as more dangerous, that rates of reported cyberbullying aggression and victimization were lower among those who participated

in ConRed and Internet addiction rates also dropped significantly among programme participants. The Programme had also positive effects on empathy levels of participants. 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.

*ConRed* was most effective in reducing cyberbullying aggression and victimization among boys and increased empathy more among girls, which suggests the need for gender-specific approaches.

**TIPS:** MESSAGE CONTENT AND TAILORING – TAILORING ACTIONABLE MESSAGES TO PROGRAMME AUDIENCES OF SCHOOLS

- ✔ Vary message content by age group and by type of VAC, with some overlaps.
- ✔ Simplify messages for young children, while older children and adults can receive messages with more nuance and depth.
- ✔ Provide cues to action – as small doable steps in and around schools that participants can recognize and take to eliminate VAC.

### ***Tutoría Entre Iguales (TEI), Spain***<sup>33</sup>

*Tutoría Entre Iguales (TEI)*, is a peer-tutoring programme, launched in 2014, to address violence in schools in Spain.

TEI trained selected students as peer mentors to tutor other 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 are 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.

**TIPS:** IMPLEMENTATION MODELS – SELECT AN APPROPRIATE MODEL

Two evidence-based models to reduce VAC in and around schools include:

- ✔ Peer leader/mentor model - a participatory activity in which children and adolescents act as peer leaders and/or mentors.
- ✔ 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.

### ***Ma'An programme and Ma'An Online Survey System (MOSS), Jordan***<sup>34</sup>

Ma'An is a nation-wide social and behavioural change communication (SBCC) programme implemented in Jordan by UNICEF and the Ministry of Education

(2009-2016). The programme aimed to make schools safe for children by shifting social norms around VAC, educating teachers about their rights and responsibilities; and fostering accountability among those in charge of protecting children from violence.

Ma'An developed and utilized an online survey system (MOSS/ Ma'An Online Survey System) to regularly undertake monitoring, throughout the life of the programme. Each month, quantitative questionnaires were completed using MOSS by participating schools. Through the questionnaires, children reported instances of peer-to-peer physical violence, verbal abuse, sexual violence, bullying, and cyberbullying. The questionnaire also focused on incidents of violence and the use of positive disciplinary methods as reported by teachers and school administrators. Data fed into a database which was reviewed regularly to track progress and apply results to programming.

Data was then used in the evaluation of Ma'An, along with interviews, focus group discussions, and facility surveys.

In 2018, UNICEF assisted the Ministry of Education to evaluate and upgrade the Ma'An Online Survey System embedding social norms and behavioural change indicators and to develop a practical online system to monitor occurrences of VAC in schools and in other settings.

The evaluation of Ma'An showed that the programme has been effective in reducing violence in schools and it created national momentum on reducing violence against children in schools. 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. These social norms present a continued challenge to ultimately eliminating violent discipline.

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.

#### TIPS: INTEGRATING BEHAVIOURAL MONITORING WITHIN PROGRAMMES

- ✔ Implement process monitoring to document implementation. This is particularly important in large-scale interventions using C4D approaches where external factors can critically affect implementation.
- ✔ Demonstrate how specific C4D elements are linked to programme results through process monitoring validation.
- ✔ Make mid-course corrections and to allow programmes to explain “why” change did or did not happen through process monitoring.

#### *The Good School Toolkit, Uganda*<sup>35</sup>

The Good School Toolkit implemented by the Ugandan NGO Raising Voices is a school-based intervention to foster a positive learning environment and a supportive community in schools.

The Toolkit comprises three packages of over 60 activities for students, school personnel and administrators, implemented in six 'steps'. By working on all levels, the intervention aims to forge a collective vision with social support for change to make violence-free schools a reality.

The Good School Toolkit was evaluated to examine the effectiveness of the toolkit in reducing peer-to-peer and teacher-student physical, sexual, and emotional violence among Ugandan students. The evaluation design included:

## STUDY DESIGN AND SAMPLING

- ✔ Sample size calculated to account for loss to follow-up while maintaining statistical significance. Loss to follow-up and attrition happen when students drop out of the evaluation and cannot be located for subsequent post-tests. As schools naturally have shifting populations, this is an issue and it is thus important to consider this, for instance by choosing a larger than needed sample size so attrition and loss to follow-up do not affect the ability to draw significance from the results.
- ✔ 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.
- ✔ Comparison schools were waitlisted to receive the intervention after the evaluation was completed.

## CONFIDENTIALITY AND SAFETY PROCEDURES

- ✔ 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.
- ✔ Parents were informed of the programme and evaluation prior to implementation. If they desired, they could opt their child out of both.
- ✔ 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.

The evaluation findings showed that the whole school, inclusive approach of the Good School Toolkit to change school culture is effective in reducing VAC. 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.

### TIPS: SOUND AND ETHICAL EVALUATION

- ✔ Embed formative, process and outcome assessments throughout the entire process.
- ✔ Consider specific nature of evaluating programmes targeting VAC in and around schools. For example: 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.
- ✔ Plan ways in which comparison groups can also benefit from the programme rather than only serving as research sites for ethical purposes.

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. 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.

### ***KiVa, Finland***<sup>36</sup>

The *KiVa* anti-bullying programme, developed by the Finnish Ministry of Education and Culture with the University of Turku in Finland in 2006, is a successful example of both horizontal and vertical scaling-up.

KiVa seeks to change the attitudes of bystanders and bullies towards bullying, and to increase the self-efficacy of bystanders to defend individuals being bullied. The programme creates an anti-bullying culture to prevent bullying, while also promoting actions to be taken when cases of bullying are brought up. On-going 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.

The KiVa programme has been implemented in Finland and in other numerous countries and has currently implementation partners in 16 countries on three continents. It has been evaluated in Greece, South Africa, and the United States of America and indications are clear that the programme is scalable and sustainable.

#### **TIPS:**

#### **REPLICATE AND SCALE UP**

- ✔ Scale up promising interventions, by incorporating best practices from around the globe into locally contextualized programming.
- ✔ 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.

# Bibliography

Safe to Learn, *Global Programmatic Framework & Benchmarking Tool: From Call to Action to Programme Responses*, New York. 2020.

Sood, Suruchi, et al., *Social and Behaviour Change to Address Violence Against Children. Technical Guidance: Schools Edition*. UNICEF. New York. 2020.

UNICEF, *An Everyday Lesson #End Violence in Schools* New York. 2018.

# Endnotes

- 1 This paper was prepared by Catherine Flagothier, with input from David Conrad and Suruchi Sood. It is a synthesis of learning and case studies from ***Social and Behaviour Change to Address Violence Against Children. Technical Guidance: Schools Edition***, authored by Suruchi Sood, Kelli Kostizak, and Farren Rodrigues, at the Dornsife School of Public Health Drexel University, with the contribution and support of UNICEF and in particular: Marzia Chiara Pafumi, Charlotte Lapsansky, Clarice Da Silva e Paula, Stephen Blight, Catherine Flagothier, David Conrad, UNICEF Headquarters; Gaia Chiti Strigelli, UNICEF Egypt; Ivaylo Spasov, UNICEF Bulgaria; Ruba Hikmat, UNICEF Jordan. Nicole Mertz, Michael Hauer, Sarah Wasser, Madison Sehn and Kenna Yadeta from Dornsife School of Public Health, Drexel University, helped conduct the searches.
- 2 UNICEF. *An Everyday Lesson #End Violence in Schools*. 2018.
- 3 United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF), the Foreign, Commonwealth & Development Office of the United Kingdom (FCDO), the United Nations Girl's Education Initiative (UNGEI), the Civil Society Forum to End Violence against Children, the World Bank, Education Cannot Wait (ECW), the Global Partnership for Education (GPE), the Global Business Coalition for Education, Global Affairs Canada, the World Health Organization, the Global Coalition to Protect Education from Attack, the United Nations Special Representative of the Secretary-General on Violence Against Children, and the Global Partnership to End Violence Against Children.
- 4 The 5 points of the STL Call to Action are: 1. Implement policy and legislation; 2. Strengthen prevention and response at the school level; 3. Shift social norms and behaviour change; 4. Invest resources effectively and 5. Generate and use evidence.
- 5 The *Safe to Learn Global Programmatic Framework & Benchmarking Tool: From Call to Action to Programme Responses* provides guidance to operationalize the *Call to Action*, highlights technical resources to support the design of interventions and sets out a suggested framework for monitoring and tracking results.

- 6 Sood, Suruchi, et al. *Social and Behaviour Change to Address Violence Against Children. Technical Guidance: Schools Edition*. UNICEF. New York. 2020.
- 7 Keller, J., et al., 'A 6-week school curriculum improves boys' attitudes and behaviors related to gender-based violence in Kenya. *Journal of Interpersonal Violence*. 2017; 32(4): 535-557.
- 8 Keller, J., et al., 'A 6-week school curriculum improves boys' attitudes and behaviors related to gender-based violence in Kenya. *Journal of Interpersonal Violence*. 2017; 32(4): 535-557.
- 9 Sood, Suruchi, et al. *Social and Behaviour Change to Address Violence Against Children. Technical Guidance: Schools Edition*. UNICEF. New York. 2020; 26, 173-76.
- 10 Schwandt & Underwood. 2016.
- 11 Sood, Suruchi, et al. *Social and Behaviour Change to Address Violence Against Children. Technical Guidance: Schools Edition*. UNICEF. New York. 2020; 36, 177-180.
- 12 <https://www.unicef.org/bulgaria/en/press-releases/unicef-and-mes-launch-campaign-together-against-violence-schools> and <https://www.youtube.com/watch?v=LZuYthxNYTA&feature=youtu.be>
- 13 <https://www.unicef.org/bulgaria/en/press-releases/unicef-recreates-violence-and-bullying-school-through-virtual-reality>
- 14 <https://www.youtube.com/watch?v=OZHwWi9Zock&feature=youtu.be>
- 15 An animated video used by the campaign to show the many faces of VAC is available at <https://www.youtube.com/watch?v=zdPncMqzJAM> and a Public Service Announcement used by the campaign to raise awareness is available at [https://www.youtube.com/watch?v=Ne94q2K5Nu4&list=UUIOSE4ZfFZM7C\\_q1b1JHGSg&index=29](https://www.youtube.com/watch?v=Ne94q2K5Nu4&list=UUIOSE4ZfFZM7C_q1b1JHGSg&index=29)
- 16 Sood, Suruchi. *Social and Behaviour Change to Address Violence Against Children. Technical Guidance: Schools Edition*. UNICEF. New York. 2020; 38.
- 17 Sood, Suruchi, et al. *Social and Behaviour Change to Address Violence Against Children. Technical Guidance: Schools Edition*. UNICEF. New York. 2020; 54.
- 18 Sood, Suruchi, et al. *Social and Behaviour Change to Address Violence Against Children. Technical Guidance: Schools Edition*. UNICEF. New York. 2020; 64-68.
- 19 Sosa-Rubi, S. G. et al., 'TrueLove: Effectiveness of a school-based program to reduce dating violence among adolescents in Mexico City', *Prev Sci*. 2017; (18): 804-817.
- 20 Sosa-Rubi, S. G. et al., 'TrueLove: Effectiveness of a school-based program to reduce dating violence among adolescents in Mexico City', *Prev Sci*. 2017; (18): 804-817.
- 21 Sood, Suruchi, et al. *Social and Behaviour Change to Address Violence Against Children. Technical Guidance: Schools Edition*. UNICEF. New York. 2020; 73-74, 188-195.



- 22 Corboz, J., S., W., et al., 'What works to prevent violence against children in Afghanistan? Findings of an interrupted time series evaluation of a school-based peace education and community social norms change intervention in Afghanistan', *PLoS one*, vol. 14, no. 8, 2019, pp. e0220614.
- 23 Sood, Suruchi, et al. *Social and Behaviour Change to Address Violence Against Children. Technical Guidance: Schools Edition*. UNICEF. New York. 2020: 77, 196-202.
- 24 Nielsen. *Ending Violence Against Children- Anti-Bullying Post Campaign Assessment in Egypt*. 2019.
- 25 UNICEF Egypt. *Technical Note on C4D Programmes Promoting Social Norms and Behaviour Change to Address Violence Against Children (VAC) in and Around Schools in Egypt*. n.d.
- 26 Sood, Suruchi, et al. *Social and Behaviour Change to Address Violence Against Children. Technical Guidance: Schools Edition*. UNICEF. New York. 2020: 78-79.
- 27 Das, M., et al., 'Community mentors as coaches: Transforming gender norms through cricket among adolescent males in urban India', *Gender & Development*. 2015; 23(1): 61-75.
- 28 Das, M., et al., 'Community mentors as coaches: Transforming gender norms through cricket among adolescent males in urban India', *Gender & Development*. 2015; 23(1): 61-75.
- 29 Das, M., et al., 'Community mentors as coaches: Transforming gender norms through cricket among adolescent males in urban India', *Gender & Development*. 2015; 23(1): 61-75.
- 30 Das, M., et al., 'Community mentors as coaches: Transforming gender norms through cricket among adolescent males in urban India', *Gender & Development*. 2015; 23(1): 61-75.
- 31 Sood, Suruchi, et al. *Social and Behaviour Change to Address Violence Against Children. Technical Guidance: Schools Edition*. UNICEF. New York. 2020: 82-85, 203-206.
- 32 Ortega-Ruiz, R., Del Rey, R., and Casas, J. A., 'Knowing, building and living together on internet and social networks: The ConRed cyberbullying prevention program', *International Journal of Conflict and Violence*. 2012; 6(2).
- 33 Sood, Suruchi, et al. *Social and Behaviour Change to Address Violence Against Children. Technical Guidance: Schools Edition*. UNICEF. New York. 2020: 67.
- 34 Sood, Suruchi, et al. *Social and Behaviour Change to Address Violence Against Children. Technical Guidance: Schools Edition*. UNICEF. New York. 2020: 91, 107-108, 214-222.
- 35 Sood, Suruchi, et al. *Social and Behaviour Change to Address Violence Against Children. Technical Guidance: Schools Edition*. UNICEF. New York. 2020: 103, 207-213.
- 36 Sood, Suruchi, et al. *Social and Behaviour Change to Address Violence Against Children. Technical Guidance: Schools Edition*. UNICEF. New York. 2020: 109.



© UNICEF/UN0393866/FRANK DEJONGH



Communication for Development Section  
Programme Division  
UNICEF New York  
Email: [c4dhq@unicef.org](mailto:c4dhq@unicef.org)  
Website: [www.unicef.org/cbsc](http://www.unicef.org/cbsc)

© United Nations Children's Fund (UNICEF), New York, 2020