

ENDING VIOLENCE AGAINST CHILDREN

Social and Behaviour Change Communication

Implementation Guide



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child
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CONTENTS

<i>Abbreviations</i>	<i>iv</i>
<i>Note for Users</i>	<i>v</i>
1. Why is Violence against Children (VAC) a problem that you should address right now?	1
VAC can and must be ended	1
Existing situation and feasible solutions	1
2. Importance of Social and Behaviour Change Communication in EVAC	4
Objectives and outcomes of SBCC for EVAC	5
Key SBCC messages for EVAC	8
3. Messages, Key Actions and Entry Points guiding SBCC for EVAC	11
Primary audiences – Parents, caregivers and children	11
Secondary audiences – Community influencers and members	13
Tertiary audience – Service providers	17
4. Implementation Plan for EVAC-related SBCC Interventions	18
Defining communication objectives	18
Continuum of causal factors to communicate and change	20
Designing interventions	21
Essential elements of SBCC interventions	21
Implementing activities	22
Suggested list of activities	23
Implementation sheet	24
Monitoring changes and documenting results	25
Costing the intervention	28
Assumptions	28
5. EVAC Resource Materials and User Guide	30
Resource materials	30

Abbreviations

AHD	Adolescent Health Day
ARPAN	
AWC	Anganwadi Centre
BBBP	Beti Bachao Beti Padhao
BCC	Behaviour Change Communication
BSG	Bharat Scouts and Guides
C4D	Communication for Development
CAP	Communication Advocacy Partnerships
CBO	Community-based Organisation
CCI	Child Care Institution
COVID	Coronavirus Disease
CPC	Child Protection Committee
CPC	Child Protection Committee
CSO	Civil Society Organisation
DCPU	District Child Protection Unit
DWCD	Department of Women and Child Development
ECD	Early Childhood Development
EVAC	Ending Violence against Children
FLW	Frontline Worker
GBV	Gender-based Violence
GPDP	Gram Panchayat Development Plan
ICDS	Integrated Child Development Services
IPC	Interpersonal Communication
KSK	Kishor Swasthya Karyakram
LGBTQ	Lesbian, Gay, Bisexual, Transgender, Queer
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MWCD	Ministry of Women and Child Development
NGO	Non-Government Organisation
NIPCCD	National Institute of Public Cooperation and Child Development
NSS	National Service Scheme
NYKS	Nehru Yuva Kendra Sangathan
POCSO	Protection of Children against Sexual Offences
PRI	Panchayati Raj Institution
RAM	Results Assessment Module
RKSK	Rashtriya
SBCC	Social and Behaviour Change Communication
SCPCR	State Commission for Protection of Child Rights
SEM	Socio-ecological Model
SHG	Self-Help Group
SMC	School Management Committee
SOP	Standard Operating Procedure
UNICEF	United Nations Children's Fund
VAC	Violence against Children
VHSND	Village Health, Sanitation and Nutrition Day

Note for Users

Bringing social and behaviour change is a slow and often a challenging process. Convergence is critical within the child protection system and with partners to bring social and behaviour change. Practitioners, implementers, service providers, law enforcement officers, judiciary and policy makers working together to end violence against children (VAC) frequently face resistance from families, communities and the social system. Despite that, they persevere with an undeterred spirit because they believe change is possible.

The path ahead is full of difficulties, but we must not give up. In fact, we must all work in synergy and strive even harder to accelerate this change and make India free of violence against children.

This implementation document along with resources from the Tarunya SBCC package and other tools are for users to speed up the change process. We are confident that the users will effectively use the package and add value to the earnest work they are doing to combat VAC.

Why is Violence against Children (VAC) a problem that we should address right now?

Children's rights are human rights. The existing levels of violence against children (VAC) in India violate their human rights. These violations must be addressed through a wide-ranging response. Due to low awareness and recognition of what constitutes violence and its hidden nature, current efforts towards addressing VAC fall short in many ways.

VAC is a grave issue which demands strong political will at all levels of government and a coordinated, multi-sectoral response among concerned sectors. It also needs large-scale public awareness and discussion to be recognised as an important issue at national, state, district and community levels. UNICEF is mandated to raise awareness and increase visibility of issues affecting children and advocate with the government and other duty-bearers to take action.

VAC can and must be ended

Violence affects children in multiple ways. It has short and long-term physical, mental and reproductive health consequences for children. These include physical injury, sexually transmitted infections, anxiety, depression, reduced school performance, suicidal ideation and unplanned pregnancies, and even death. Toxic stress associated with exposure to violence in childhood can impair brain development and damage other parts of the nervous system, with lifelong consequences.¹ Thus, VAC must be ended.

Existing situation and feasible solutions

In order to end VAC, it is important to understand the existing situation and the possible solutions. Here are some examples.



Photo Credit: © UNICEF/Soumi Das/2018

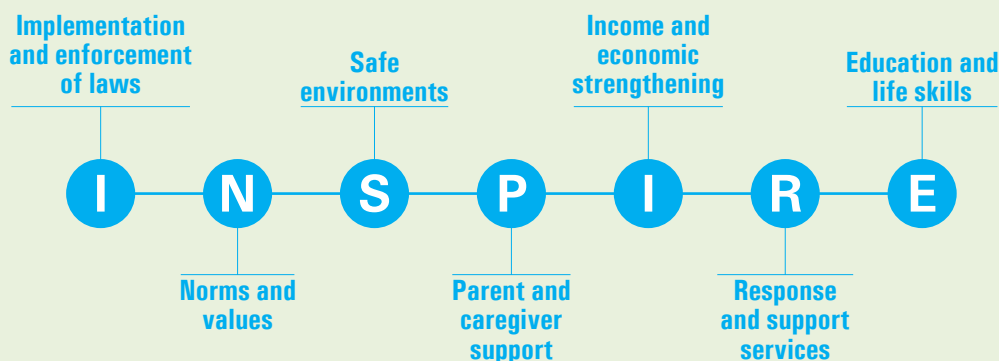
¹ Preventing and Responding to Violence Against Children and Adolescents Theory of Change, UNICEF, 2017. Available at https://www.unicef.org/protection/files/UNICEF_VAC_ToC_WEB_271117.pdf

What is the existing situation?	What are the feasible solutions?
<ol style="list-style-type: none"> 1. Low awareness and recognition of violence and its magnitude 2. Violence being deeply rooted in social norms, resulting in trivialisation of its occurrence and impact, thus giving rise to a culture of silence 3. Stigma around reporting of violence, further perpetuating the culture of silence 4. Lack of acceptance and recognition of gender-based violence (GBV), such as violence against girls and Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) communities due to a general lack of acceptance of varied gender identities and sexual orientations 	<ul style="list-style-type: none"> • Advocacy on inclusion of measuring VAC prevalence in national surveys to collect evidence of magnitude and severity • Strategic public advocacy (integrating behaviour change communication [BCC], social mobilisation, and policy advocacy using appropriate interactive communication technologies) at national, state and levels below to end VAC through targeted interventions involving various stakeholders • Mainstreaming GBV in VAC interventions and integrating VAC into existing GBV initiatives/ interventions/programmes
<ol style="list-style-type: none"> 5. Limited positive parenting skills due to lack of knowledge 6. Parenting programmes not institutionalised and made widely available 7. Parenting not prioritised because the fact that it can be learnt is not fully understood 	<ul style="list-style-type: none"> • Communication interventions on positive parenting through integration of mass and social media, BCC and social mobilisation • Advocacy to include strategies to end VAC through positive parenting • Advocacy to institutionalise parenting programmes at all levels as a preventive measure against VAC
<ol style="list-style-type: none"> 8. Limited understanding on violence, its forms and impact among children 9. Lack of age-appropriate and gender-sensitive messaging to enhance children’s awareness and understanding on violence 10. Limited life skills among children to resist and report various forms of violence that they are exposed to 11. Lack of thrust on preventing VAC in school curricula 12. Weak enforcement of guidelines on protection of children from violence in schools 13. Lack of opportunities through which children can learn how to safeguard themselves and report instances of abuse 	<ul style="list-style-type: none"> • Investment in and conducting trainings to increase awareness, knowledge and life skills of children to enhance their agency, and empower them to take action for preventing and/or reporting violence • Strong enforcement of guidelines on protection of children from violence in schools with teachers playing a critical role in prevention of violence in school and home sphere • Strengthening reporting mechanisms at community and school levels, and leveraging existing initiatives such as School Health Programme and Student Police Cadet Programme for the same • Planning for execution of interventions to integrate gender norms and sensitivity training for first-line responders • Establishing peer-to-peer mechanisms for building life skills on safeguards against violence and its reporting; and challenge norms (stigmatisation, discrimination, feeling of shame, etc.) that discourage help-seeking for violence • Developing age-appropriate and gender-sensitive communication materials for children and their reference networks, such as comics, videos, hands-on kits, etc.

What is the existing situation?	What are the feasible solutions?
<p>14. Weak enforcement and implementation of policy and legislation for VAC prevention and response</p> <p>15. Need for higher commitment and accountability among programme implementers and service providers towards VAC prevention</p>	<ul style="list-style-type: none"> • Working with government and non-government organisations (NGOs), child protection and child rights networks/coalitions to call for better implementation of laws concerning children • Tapping potential Goodwill ambassadors/champions who could give a public call for enforcement of laws • Tapping implementers from line ministries and departments who could share how they have operationalised the implementation of laws and policies, thus building greater commitment for EVAC • Conducting dialogues with stakeholders related to best practices, innovations and lessons learnt on operationalisation of laws and policies
<p>16. Lack of thrust on social and behaviour change communication (SBCC) for ending violence against children (EVAC) in child protection programmes and interventions</p>	<ul style="list-style-type: none"> • Advocacy for inclusion of SBCC for EVAC in child protection programmes at national, state and district levels • Leveraging partnerships, platforms, etc., as well as integrating/mainstreaming SBCC for VAC into existing mechanisms/initiatives • Ensuring multi-sectoral coordination and collaboration among various actors (government, NGOs, community-based and faith-based organisations, etc.) at all levels to usher in social and behaviour change for prevention of and response to VAC

7 strategies of INSPIRE for EVAC

The solutions for EVAC must be interlinked and not viewed as separate from each other. While embarking on the implementation of EVAC interventions, keep in mind the **7 strategies of INSPIRE for EVAC**.²



² Preventing and Responding to Violence Against Children and Adolescents Theory of Change, UNICEF, 2017. Available at https://www.unicef.org/protection/files/UNICEF_VAC_ToC_WEB_271117.pdf

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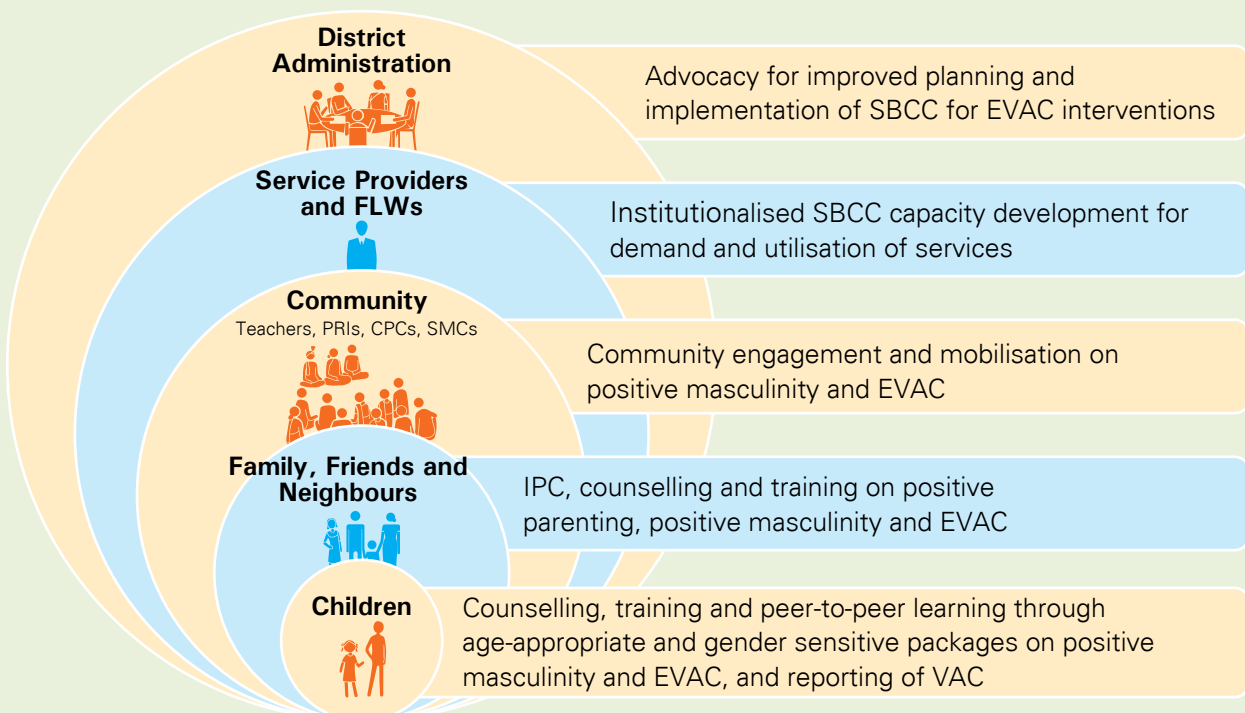
Importance of Social and Behaviour Change Communication in EVAC

Perpetuation of **VAC is rooted in social norms, which lead to both acceptance and normalisation of violence.** Violence when directed towards children because of their biological sex or gender identity can also constitute GBV. While both boys and girls can experience GBV, gender norms can result in very different protection risks for these two groups due to their different social status, roles and expectations. Evidence suggests that GBV disproportionately affects girls.

GBV emanates from power imbalance tilted in favour of boys and men that characterises the patriarchal nature of society. Along with gender, intersection of other differences in wealth and privilege, religion, caste, familial structure and disability may also perpetuate inequity, thus making some children more vulnerable to violence than others.

Normalisation of violence also creates a culture of silence around it. Often families and communities consider violence to be a normal phenomenon and one that is not to be discussed. Such attitudes, norms and practices perpetuate violence and also create a culture of silence around it. For example, people think it is all right for a parent to hit a child to discipline

SBCC for EVAC based on Socio-ecological Model (SEM)



her/him, therefore, 'why raise one's voice against it'. Thus, it is necessary to change attitudes and practices which 'perpetuate, normalise and minimise' the enormity of violence. To usher in this change, SBCC is critical.

UNICEF has identified SBCC and adolescent and youth empowerment as key strategic pillars for EVAC, encompassing the following interventions:

- Institutionalised SBCC capacity development for demand and utilisation of services
- Community engagement and mobilisation
- Adolescent engagement and participation.³

Photo Credit: © UNICEF/UNI130485/Singh/2012



Objectives and outcomes of SBCC for EVAC

In line with the above strategic framework, the following key objectives and outcomes of SBCC for EVAC emerge.

Objectives

To build capacities of service providers, frontline workers (FLWs) and their supervisors

- For taking up and advocating on issues of VAC with community, and to promote the adoption of positive practices for rejecting and ending VAC
- Enabling strong and equitable demand for and utilisation of services (especially for disadvantaged girls and women)
- For understanding gender, intersectionality and child lens (boy victims also need to be supported)⁵

SBCC-Gender strategy

Institutionalised capacity development

Structures, services and platforms to be leveraged⁴

For Child Protection functionaries

- Integration of EVAC into existing child protection training programmes conducted by the Departments of Women and Child Development (DWCD) and State Commissions for Protection of Child Rights (SCPCR)
- Specialised training programmes on EVAC by DWCD supported by UNICEF
- Training programmes conducted by Police Academies and National Institute of Public Cooperation and Child Development (NIPCCD) for trainers at state and district levels

Outcomes

Frontline functionaries, service providers and institutions effectively take up and address VAC issues in the community, transform attitudes, norms and practices that normalise and accept VAC, and break the culture of silence around it

³ Strategy for Ending Violence against Children, 2020, UNICEF, Page 41, available at http://prachicp.com/evac/assets/unicef-india-evac-programme-strategy_web-version.pdf

⁴ The list is only indicative.

⁵ For capacity building of child protection functionaries, a deep dive and intensive approach covering all aspects of EVAC should be adopted, and for allied functionaries of health and education, a light-touch approach comprising essential and non-negotiable contents on addressing VAC may be more suitable.



Objectives



SBCC-Gender strategy



Structures, services and platforms to be leveraged⁴



Outcomes

To engage and mobilise community influencers such as traditional and religious leaders, teachers, opinion leaders, community collective members such as Panchayati Raj Institutions (PRIs), Child Protection Committees (CPCs), Self-Help Groups (SHGs), Gram Panchayat Development Plan (GPDP)

- On positive practices to end VAC
- On positive masculinity for promoting positive gender norms such as role modelling of gender-equitable lifestyles, and taking action through advocacy in one's community to challenge harmful notions of masculinity including VAC and promoting men's involvement as equitable, non-violent husbands, fathers, caregivers and sons to achieve family well-being

Platforms and mega partnerships, and targeted SBCC campaigns

- District and Village CPCs
- Gram Sabha meetings
- GPDP meetings
- School Management Committee (SMC) meetings
- Sessions and meetings at anganwadi centres (AWCs)
- Community-based events
- Village Health Sanitation and Nutrition Day (VHSND)
- Adolescent Health Day (AHD)
- Meetings of cooperatives, SHGs and other collectives
- National Service Scheme (NSS), Nehru Yuva Kendra Sangathan (NYKS), Bharat Scouts and Guides (BSG) meetings and events
- Mid-media and folk-based media such as nukkad nataks, folk art, drama, dance and story-telling
- Sessions and interactions driven by community influencers and leaders


Communities together transform the attitudes, norms and existing power structure that normalise and accept VAC and promote new norms including gender norms where all boys and girls are better protected, cared for and respected

 Objectives


To engage with parents, caregivers and families (including grandparents, uncles, aunts, cousins) on harms of violence using intersectionality and gender lens, and to help them understand their role in promotion of positive parenting skills and positive masculinity

 SBCC-Gender strategy

Targeted SBCC campaigns, parenting and positive masculinity programmes

 Structures, services and platforms to be leveraged⁴

- Sessions on positive parenting and positive masculinity facilitated by FLWs and implementing partners
- SMC meetings
- Meetings at AWCs
- Leveraging meetings of cooperatives, SHGs and other collectives
- Mid-media, folk-based and transmedia

 Outcomes

With increased knowledge, skills and capacities, parents, caregivers and families are able to prevent and respond to violence and adopt positive parenting

To build children and adolescents' capacity and skills to discuss, report and address violence against themselves, their peers and in their family; and engaged with them on positive masculinity through gender sensitive and age-appropriate materials and tools

Building social capital

- Sessions on reporting and addressing violence and positive masculinity facilitated by FLWs and implementing partners
- Sessions on reporting and addressing violence and positive masculinity in schools
- Meena-Raju Bal Manch
- Child Cabinets and Panchayats
- Child Reporters
- Meetings at AWCs
- Adolescent and youth groups including NYKS, NSS and BSG, and other adolescent groups
- Adolescent Friendly Health Clinics under Rashtriya Kishor Swasthya Karyakram (RKSK)
- AHDs
- Identifying role models from among children and adolescents

With increased knowledge, skills and capacities, children and adolescents are able to prevent and respond to violence; and demand and use available VAC related services

Key SBCC messages for EVAC

The implementers of this integrated SBCC strategy should use and adapt the following key messages as a starting point for developing state and district level communication interventions.

1. Violence against children happens every day and everywhere

- a) It is a daily reality for a large number of children including adolescents.
- b) Violence takes place at home, in institutions, at school and on the way to school, online, in the workplace, on the street and in the community. It happens in both socio-economically well off and poor areas. Children also face violence in conflict-ridden and civil strife affected areas. In times of pandemics like coronavirus disease (COVID-19), violence may happen in quarantine facilities.
- c) Some groups are more vulnerable to violence owing to their gender, class, caste, familial status and disability. Harmful gender norms, inequalities and poverty can increase vulnerability to violence among certain groups such as children, particularly girls with disabilities, or from backward class/castes; and children in unsafe urban settings, conflict ridden areas or during public health emergencies such as the COVID-19 pandemic.
- d) Under economic duress, the most vulnerable families are likely to resort to negative coping mechanisms, including violence, exploitation, child labour and abuse.
- e) Violence breeds violence. When people experience or witness violence, it can perpetuate from adults to children and from children in turn to their peers. Children affected by violence may become perpetrators in their adulthood, thus, the cycle of violence continues. This cycle must be broken for the wellbeing of children, families and society at large.
- f) In the current situation of COVID-19 pandemic, VAC gets exacerbated. This is especially severe for children who are on the move, abandoned/lost or orphaned. These children are easy prey to trafficking. Separated from their families due to movement restrictions, put to labour due to livelihood stress, they undergo long periods of no schooling. Children in institutions and residential schools locked indoors are vulnerable to violence. Children are also at increased risk of violence in online environment. Many activities of children, including entertainment and education, happen online where children may be exposed to harmful content, cyber-bullying, grooming, etc.

2. Burden of violence

- a) Violence can lead to severe, lifelong health consequences in children. VAC damages children's physical and psychological health, and can destroy a child's chance to live a happy, healthy and prosperous life.
- b) In the long term, children who have suffered from violence may do poorly in school and may have fewer earning opportunities as adults, locking them in a cycle of poverty.

- c) Prevention costs less than responding to violence. It would cost more to fix a “broken” adult who has experienced violence during childhood, than early intervention/prevention. Further, VAC does not just affect an individual child or family, but its long-term consequences can hold a nation back from developing fully.
- d) While those who commit violence against children often claim they are teaching discipline and respect, they are actually doing the opposite. VAC is a violation of children’s rights. Any act of violence against children is never justifiable.

3. Cycle of violence

- a) Burden of violence can be passed from one generation to the next. Children who face or witness violence grow up to have a greater risk of living in violent relationships themselves, whether as victims or as perpetrators.
- b) Children who have suffered abuse are at risk of using physical and psychological violence against their peers or siblings.
- c) The single best predictor of children becoming either perpetrators or victims of violence later in life is whether or not they grow up in a home where violence is present.
- d) Interrupting this cycle is a critical part of ending violence that can damage children’s lives, destroy families and harm our communities.⁶

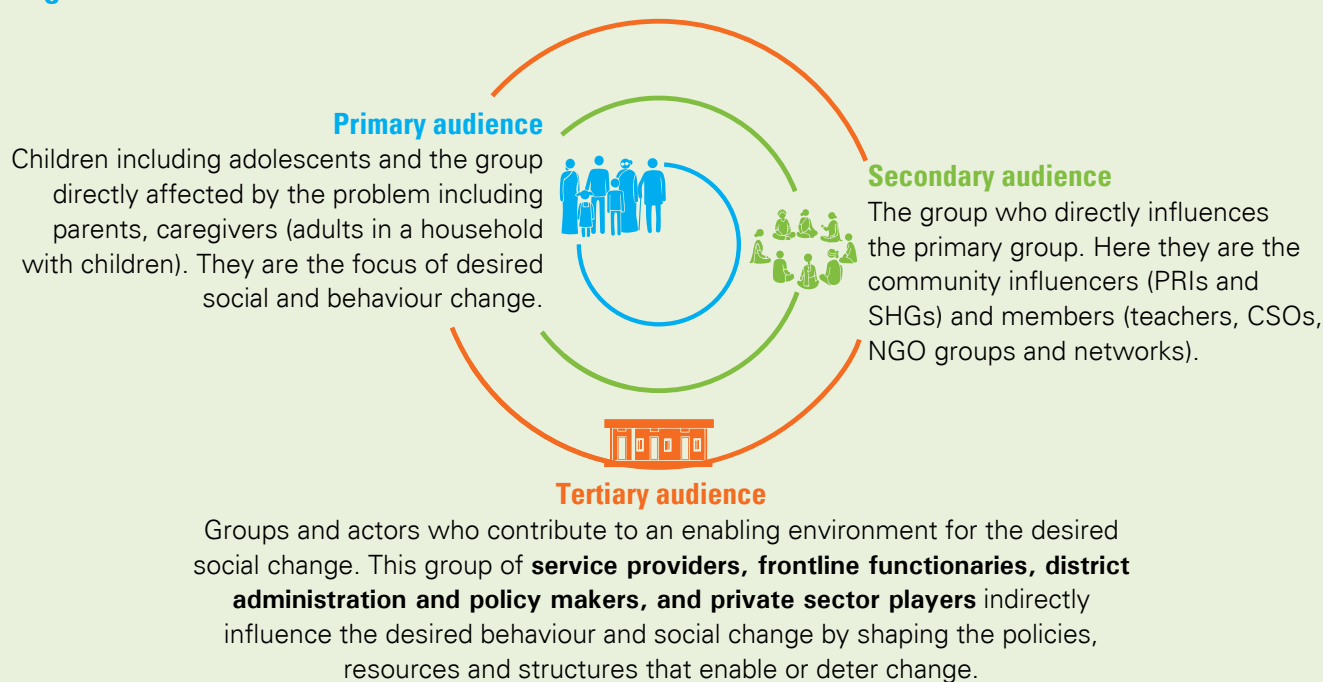
4. All violence against children can and must be prevented

- a) VAC is not inevitable. It does not have to be a normal part of daily lives of children. It can and should be prevented. It is everyone’s business.
- b) Children deserve to live a happy and healthy life, free of violence; achieve their full potential; and contribute to their families and communities.
- c) Positive parenting and nurturing relationships create a safe, healthy and happy environment for the child to grow up and thrive in.
- d) Ending violence is in the best interest of children, their families and communities and the entire country.
- e) Violence can be prevented through programmes and campaigns that promote adolescent empowerment, gender equality and enforcement of protective and preventive laws and policies. Positive parenting and economic strengthening of families contribute to prevention of violence.

³ UNICEF, Behind Closed Doors – The Impact of Domestic Violence on Children, 2006

- f) Ending VAC at home, in schools, in childcare institutions, at the workplace and in our communities will ensure a better life for children and for all members of the society.
- g) Elected representatives and leaders can support programmes that prevent and respond to violence through their words and actions.
- h) Judges, Magistrates and the police can uphold and enforce existing laws to prosecute those guilty of violence.
- i) As adults, we should stand up and say that VAC is not acceptable, and we will no longer stand by as onlookers and allow it to happen.

Target audiences for SBCC



Primary audiences – Parents, caregivers, children and adolescents

Collaboration with parents and caregivers is critical to inform them about the negative impacts of VAC and raise awareness about alternatives to violent disciplining in the home, school and communities, as well as increase appreciation of child rights. Addressing children and young people on VAC will raise their awareness about their rights, and spark discussion about social norms that tolerate violence as well as highlight important information on reporting violence and seeking help.

The following section presents suggested messages for the primary audiences. These messages can be further adapted and contextualised to varied sociocultural milieu and values system of the target audiences.



Target audiences

Parents and caregivers



Suggested messages

- The family space is the best space for a child to feel most welcomed, safe and loved.
- Positive parenting contributes to a child's physical health and emotional and behavioural development.
- Be a wise and reasonable parent; do not choose to use violence or humiliation against a child.
- Using violence and humiliation to discipline causes grave harm to a child's body and brain, and affects his/her ability to learn and grow.
- VAC damages them both physically and psychologically. The damage can last a lifetime.
- When children witness violence within the family or in the community, they are at a greater risk of being both victims and perpetrators of violence throughout their lives.
- There is a high chance that such children find it harder to form relationships that are equitable and respectful at home, work and in their communities.
- Break the cycle of negative role modelling over generations.
- Do not ignore violence that you hear about or witness. Break the silence around it.
- By speaking out against all forms of VAC, we demonstrate that we do not accept violence and help to break the culture of silence.
- Internet is a great resource and inspires children to be creative, communicate and learn. However, some of its platforms pose dangers to young users. As parents, guardians and teachers, you should be aware of how children spend their time online.
- Teach children how to be safe and what to do when they encounter problems in daily life and on the internet.
- Do not shame children who have experienced violence. Establish trust with them and support their reintegration into the mainstream society.

- Children living free from the threat of violence at home, school and in their community are able to pursue education, learn and develop skills and contribute to the community.
- COVID-19 has led to difficult times, but do not use violence to discipline children. Engage with them patiently and positively, and nurture relationships among family members.



Key actions and entry points

- Engagement with parents and caregivers through parenting programmes to build their positive parenting skills and orienting them on harms of violence and their role in its prevention. This will be done using the parenting module developed based on “Parenting for Lifelong Health” and the Early Childhood Development (ECD) responsive parenting tools for FLWs, parents and caregivers.
- Leveraging groups/community meetings for men, women and children at the community level to come together and discuss violence-related issues that they face.



Target audiences

Children and adolescents



Suggested messages

- Every girl and every boy has the right to grow up with freedom and protection from violence to develop their full potential.
- Girls and boys must speak out against any acts of violence.
- Every girl and every boy has the right to go to school free and protected from violence.
- All children with disabilities have the right to grow up free from fear, discrimination and violence.
- We must all work together to end violence against girls and boys.
- When violence is used against us or our friends, we should speak out and report it.
- Children in school or on the way to school can look out for their fellow students if they see any danger of violence.
- Remember to dial CHILDLINE at 1098 or Police on 100.
- Children can approach their teachers to call attention to any problems.
- You can reach out to a trusted adult or FLWs and social services organisations working in your area.
- You can also make sure your peers understand they have a right to live free from violence.
- If you face violence at home during the COVID-19 lockdown, reach out to CHILDLINE at 1098.



Key actions and entry points

- Engaging and promoting life skills among children and adolescents to build their capacities and confidence in discussing violence against themselves and their peers and in their immediate family. This will help to facilitate dialogue around harmful gender practices and norms including the importance of being supported with professional self-care, referral services and counselling.
- Promoting influence and empowerment through Space, Voice and Audience:
 - a) Engage through ‘Spaces’ that provide them the opportunity to express themselves, e.g. adolescent groups, peer education groups, community platforms (Meena-Raju Bal Manch, Child Reporters, Child Cabinet), adolescent clubs and youth groups (NSS, BSG, NYKS), etc.
 - b) ‘Voices’ are provided through both online (e.g. U-Report and RapidPro) and offline engagement tools to empower adolescents, and to provide them with the opportunity to be change makers by (i) generating information on the practices/views of adolescents to inform real-time programming; and (ii) promoting issues with ‘Audience’ such as policy makers, school authorities and community leaders who consider their views seriously while making decisions.



Target audiences

Men and boys



Suggested messages

- As fathers, you should think about what is best for your children and as brothers, you should protect your siblings.
- Beating children and siblings harms their future. Physical harm affects their psychological and physical health.
- As fathers and brothers, you have to enable children to use their minds to constructively solve problems. Strong men and boys do not need violence.
- As fathers, uncles and brothers, you can play a positive role in creating a nurturing environment within and outside the home.
- Social norms around masculinity that can lead to VAC also prevent you as men and boys from seeking help when you experience violence.
- A more equal society, where negative social norms are rejected, will also address violence against boys and men.



Key actions and entry points

- Engagement with men and young boys on positive masculinity entailing their involvement in VAC interventions. This will help enhance their own understanding and skills to:
 - a) advocate positive gender norms and equality; and
 - b) reduce/mitigate harmful attitudes especially focused on detrimental gender practices and violence against girls and women.



Secondary audiences – Community influencers and members

Secondary audiences include media, religious leaders, cultural leaders (from the fields of music, sports and entertainment, including UNICEF Goodwill Ambassadors) and community leaders who are trusted individuals with the power to shape the debate and respond to violence in a community. They can be key individuals who question and reject social norms that enable violence, and support the necessary response of bystanders, law enforcement and other community members to address VAC.

The indicative list of messages provided below can be modified and contextualised to while engaging with different types of secondary audiences in varied settings.



Target audiences

Service providers, especially community based volunteers, para social workers, teachers and school management, youth groups/networks, NGOs/community-based organisations (CBOs)



Suggested messages

- You can play a vital role in ensuring the well-being of children and families in your area by preventing violence.
- It is your responsibility to prevent and respond to violence.
- You must become champions in fighting VAC.
- Use your voice and position in the community to stand up for children and show that violence is unacceptable in society.
- You can engage with children and families to make them aware of the harms of violence and ways to respond to and address it.
- You can inform children of the steps they can take to report violence committed against themselves and others and to seek justice for such crimes.
- In coordination with the community and religious leaders, you can change social norms and demonstrate that violence has grave costs for our children and society.
- Together you must ensure that the existing laws and services that respond to VAC are effective and fully implemented.
- You should take lead in advocating for the monitoring and evaluation of laws and services on an ongoing basis.
- You can increase the awareness among perpetrators and potential perpetrators of violence that all forms of violence are unacceptable and punishable in our society.



Target audiences

FLWs



- You can play a vital role in ensuring the well-being of children and families in your area by preventing violence.
- It is your responsibility to prevent and respond to violence.
- You regularly interact with parents and can recognise and respond to violence in home, community or school.

- You can encourage caregivers to support children with the child's best interests in mind.
- You can also question any social norms that are tolerant of violence and which carry negative consequences for children in a household.



Target audiences

Teachers and school management



Suggested messages

- You can make the school environment safe for girls and boys.
- You can raise awareness among children and parents on the negative impact of violence on school performance.
- You can educate parents on positive alternatives to violent disciplining.
- You can champion the cause of ending VAC with other teachers and parents.
- You along with the transport service providers can help ensure child safety during school commute as children are at risk of violence on their way to and from school.



Target audiences

Civil society organisations (CSOs)



For CSOs with a mandate of child protection

- You must raise awareness, coordinate, and ensure safety and redressal of VAC.
- You must provide immediate assistance and counselling support to victims/survivors and link them to referral services.
- You must provide leadership in building champions at the community level to end VAC.
- You should promote positive social and gender norms and positive parenting.

For allied CSOs

- You should support awareness campaigns and activities for EVAC in your area.
- You should link victims/survivors to support and referral services.



Key actions and entry points

- Improve interpersonal counselling and facilitation skills of service providers and FLWs and their supervisors to enable a strong, equitable demand for and utilisation of services (especially for disadvantaged girls and women) and adoption of positive practices.
- Build their skills for advocacy with local governance and community structures such as PRIs, CPC, SMC, GPDP, etc.
- Equip allied CSOs with information on:
 - o Role they can play in creating awareness on EVAC
 - o Key actions to prevent and respond to EVAC
 - o Support and referral services for victims/survivors.



Target audiences

Media, religious leaders, cultural leaders and community members



Suggested messages

- As a political, cultural and religious leader, you can lead the way to break the culture of silence around violence.
- As leaders, you should use your position of power and influence to speak against harmful practices such as VAC. If, as a leader, you reject and condemn violence and lead by example, others will follow you.
- Speak up and intervene as community members when you witness or know of violence against children. This will help children to report violence.
- You can ensure that children facing violence receive the support they need to recover and rebuild their lives.
- Call upon and lead members towards the creation of safer communities with zero tolerance to all forms of violence against children and women.
- Help build a community where all members are living in mutual respect and harmony, despite differences in terms of religious/culture background, gender, caste, ethnic groups, etc.
- Call for preventing domestic violence due to COVID-19.



Target audience

Religious leaders



Suggested messages

- All religions condemn violence against others.
- Violence against children damages children's physical, emotional and spiritual integrity.
- All religions have universal regard for the child as a person with rights and inherent human dignity. This impels people of faith to join with others in rejecting all forms of violence against children.
- Religious teachings establish that parents must be wise and reasonable in how they choose to discipline their children.
- Respect and a good relationship between parents and children lay strong foundation for latter's growth, development and character building.
- Raising the status of children and eliminating violence against them is crucial for a more peaceful and compassionate world.



Target audiences

Shop owners, businesses, labour unions, workers' forums and trade unions



Suggested messages

- Be responsible employers and business owners by rejecting child labour and all forms of maltreatment and violence against children.
- Break the silence and do not tolerate violence and maltreatment against children. Take action and inform the child protection authorities when you witness violence within and surrounding your organisation.



Key actions and entry points

- Sensitise, engage and mobilise community influencers such as traditional and religious leaders, opinion leaders, community collective members such as PRIs, CPC, SHGs, GPDP for community mobilisation on EVAC and positive gender norms.
- Targeted SBCC campaign to support the government to roll out campaign activities to achieve sustained behaviour change and long-term social change. These activities focus on –
 - a) raising awareness at the community level;
 - b) mobilising local folk-based media and mid-media for the prevention of all forms of violence against girls and boys, and the need to create safe environments for children with a focus on prevention of sexual violence;
 - c) mobilising community participation including show owners, businesses, labour and trade unions, and workers' forums, and stimulating dialogue through mid-media activities, transmedia initiatives and traditional folk media/art forms;
 - d) using sermon guides for religious gatherings to support the religious leaders in discussing VAC with their congregations and providing guidance on how to stop it; and
 - e) sensitising shop owners, businesses, labour and trade unions, and workers' forums on prevention of violence.

Tertiary audience – Policy makers and programme implementers

Policy makers have a key role in developing and monitoring the implementation of policies and programmes for EVAC, and for the creation of safe and violence free spaces.

Duty bearers including government officials, law enforcement representatives, development workers and FLWs play a crucial role in making communities violence free. They are responsible for providing a continuum of services for children including prevention, early intervention, and response to violence.



Target audiences

Policy makers, district level officials, law enforcement representatives, development workers



Suggested messages

- You have the mandate and the responsibility to ensure children's well-being and create violence free and safe spaces for them.
- You must prevent and respond to violence against children and women.
- Sensitive and responsive law enforcement officials can build trust in the police force and the justice system to encourage reporting of violence. You can ensure enforcement of laws and respond to all reports of violence against children, thus demonstrating that violence is unacceptable.
- You can make the perpetrators of violence accountable so that they take responsibility of their actions and cease their violent behaviour. This can set a strong precedent for potential perpetrators.
- You must take measures to prevent violence during lockdown due to COVID-19.



Key actions and entry points

- At the district level, advocacy to streamline and strengthen mechanisms for institutionalising programme planning implementation and monitoring for EVAC through district level taskforces and forums.

This implementation plan will serve as a guideline for practical implementation of EVAC-related SBCC interventions at district and community levels by child protection workforce and implementing partners. It will help UNICEF staff in state offices including child protection, communication for development (C4D), communication advocacy partnerships (CAP) and monitoring & evaluation (M&E) colleagues to orient and build capacities of child protection workforce in implementing EVAC-related SBCC interventions.

Defining communication objectives

Using the SEM explained in the previous section, determine and define the communication objectives, keeping in mind the overall programme goal and specific focus areas in your community/district.

An example of overall programme goal:

All girls and boys and adolescents aged 0-19 years grow up free from all forms of violence; and those who do experience violence benefit from greater access to care, support, justice and other services needed to ensure physical, mental and social well-being.

Specific programme objectives:

To respond to VAC by strengthening the capacity of social service providers (health, education, justice and child protection) to provide quality services that protect girls and boys who have experienced, witnessed, or are at risk of violence.

To build capacities of communities, including children and adolescents, to adopt social norms that reject EVAC and contribute to creating safer environments for girls and boys.

In order to achieve the programme objectives, clear and specific communication objectives need to be defined.

Some examples are:

- To make greater proportion of girls and boys aware about VAC: and knowledgeable and skilled to address VAC, its negative consequences and protection services they should reach out to if they face or witness violence
- To engage adolescents through interpersonal and peer-to-peer dialogue in preventing and responding to VAC



Photo Credit: © UNICEF/2019

- To make parents, caregivers and families aware of VAC and its negative consequences, and the protection services they should reach out to if they witness violence
- To build positive parenting skills of parents, caregivers, teachers and families for creating a safe environment at home, in school, in child care institutions (CCIs) and in the community so that they reject VAC and respond to cases
- To promote positive discipline and VAC awareness among teachers/educators and school staff management
- To build SBCC skills of service providers and FLWs to engage with adolescents, parents, teachers and communities to change attitudes, behaviour and norms perpetuating violence, promote positive norms, create demand and ensure supply of protection services
- To sensitise and engage with community members, particularly men and young boys, for changing attitudes, practices and norms that accept and normalise violence, specifically violence against women, and advocate with district and sub-district officials for taking steps for EVAC
- To sensitise, engage and mobilise community participation and stimulate dialogue through mid-media activities, transmedia initiatives and traditional folk media/art forms. These engagements will be focused on a) raising awareness at the community level; and b) mobilising local folk-based media and mid-media for the prevention of all forms of violence against girls and boys, and the need to create safe environments for children with a focus on prevention of sexual violence.

Designing interventions

While designing interventions, a continuum of steps can be followed. One of the first steps would be to understand the existing situation and causal factors. To address each of these causal factors, relevant communication objectives will be defined. These objectives will underpin the communication themes, messages and channels and interventions/ activities to communicate these messages. Outcomes of each of these interventions should also be spelt out to measure their effectiveness and extent of achievement of objectives.

The continuum from defining the causal factors to communication for change is partially filled in the following matrix and you, as a user of this guide, can complete it through dialogue with children and adolescent groups, endorsed by parents and the community.

Essential elements of SBCC interventions

Ensure that your SBCC interventions embrace these essential elements:



- **Participation:** The process of planning and implementing SBCC interventions should ensure the participation of children and adolescents as active change makers and chosen groups of parents, teachers and respected persons in the community as champions of EVAC.



- **Dialogue:** Dialogue is the first step to ensure the participation of stakeholders and begin the behaviour change process. It entails community members' continued efforts and deep exploration to address the root causes of inequitable attitudes and practices. It is critical to challenge, change and replace negative social norms with positive, equitable and lasting ones.



- **Multi-faceted:** Transforming attitudes and practices requires working across a range of groups, perspectives and contexts. The SEM illustrates the layers of influence of different reference networks on an individual across society. SBCC interventions must target all these layers of influence and networks.



- **Social norms:** To bring about lasting social change, multi-faceted SBCC interventions must aim at transforming social norms. As child protection and allied functionaries, we should strive to change social norms through aspirational and strength-oriented approaches which focus on "what can be" rather than "what is the problem." Changing social norms brings lasting change.



- **SBCC campaigns:** To usher in large-scale change and transform social norms, community engagement and mobilisation is critical. In this context, the role of transmedia campaigns and packages capable of engaging a wide variety of stakeholders is immense. They are an important part of layered SBCC interventions.

Continuum from causal factors to communication for change

Situational & causal factors

- X% unemployment rate in the district
- X% violence cases against girls reported/estimated in district
- X% violence cases against boys reported/estimated in district
- High levels of corporal punishment at home and in school
- X% of children reported being bullied
- X% of rape homicides
- X% of violent and pornographic material uploaded/downloaded



- Poverty, inequality and unemployment
- Gender norms
- Substance abuse
- Community violence, exposure, victimisation
- Curiosity and exploration among adolescents
- Family violence (corporal punishment, exposure to partner violence)
- School level (corporal punishment, bullying)
- Online environment/Internet (online sexual exploitation, harmful content and images, cyber-bullying, online risk-taking behaviour, etc.)

Communication objectives

- Greater number/% of girls and boys and parents in the district aware of VAC, its negative consequences and protection services they should reach out to if they face or witness violence
- Children are engaged through interpersonal and peer-to-peer dialogue in responding to VAC
- Parents' positive parenting skills and teachers' positive discipline skills are built for the creation of a safe environment at home, in school and community so that they reject and respond to VAC
- To build SBCC skills of service providers and FLWs to engage with adolescents, parents, teachers and communities
- To sensitise and engage with community members, particularly men and young boys, for changing attitudes, practices and norms that accept and normalise violence, specifically violence against women, and advocate with district and below officials for taking steps for EVAC

Communication themes, messages, channels

- Positive and action-focused messages around positive parenting, positive masculinity and EVAC
- Seek active participation and involve youth in developing themes and messages
- Focus on empowerment capability
- Enable inter-generational dialogue and peer-to-peer dialogue
- Engage with parents, teachers, PRIs, SHGs, faith-based leaders, community influencers, men and boys
- Build capacities of service providers and advocacy with district officials
- Trans media, community radio, theatre groups, peer educator teams, audio-visual packages, social media, print



Communication outcomes

- Greater number/% of girls and boys empowered and raise their voice in defence of their rights and against violence in family, at school and in community
- Girls and boys form their groups, equip themselves with social and life skills
- Greater number of parents adopt positive parenting and greater number of teachers adopt positive discipline skills to not use violence as a means of disciplining
- Greater number of community members, men and boys respond to VAC and adopt positive norms to make the community VAC free

⁴ Adapted from: Development of a Communication Strategy to Reduce Violence against Children in South Africa: A Social-Ecological Approach, Edberg, Shaikh, Rimal, Rassool and Mthembu, AJIC Issue 20, 2017.

Implementing activities

Having initiated the previous step, seamlessly continue the implementation of different activities. The following process is provided as a guide to implementation. It is followed by examples of activities.

Process of implementation for change

TRIGGERING PHASE

- Initiate community dialogue.
- Recognise and understand the problem.
- Through interpersonal and group communication:
 - Dispel misconceptions or inaccurate beliefs related to VAC.
 - Call attention to positive values and protective norms.
 - Promote a constructive alternative to the existing behaviour, with clear benefits.
 - Throughout, avoid reinforcing and normalising violence by insisting on its high prevalence and harmful effects.
 - Weaken the existing norm at individual level (shift personal beliefs and attitudes).

BUILD A SUPPORTIVE ENVIRONMENT FOR CHANGE

- Through peer-to-peer dialogue:
 - Identify influencers and agents of change (including adolescents) from within the community to lead
 - Enable reflection, deliberation and debate among key individuals and groups
 - Explore positive shared beliefs and practices so that the group can decide on a better alternative to the practice.
- Support collective commitment to act for change.
- Spur community mobilisation to bring more people into the core group. Coordinate the shift among people who are ready to change in a visible manner.

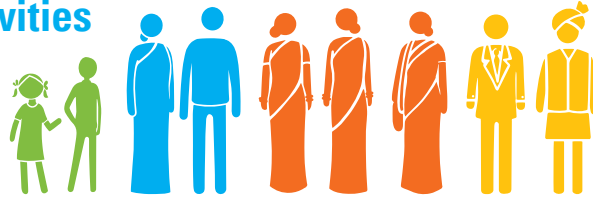
PUBLICISE THE CHANGE TO SUSTAIN IT

- Communicate new social expectations within the community through public commitment ceremonies or other public displays of success.
- Publicise role models and the benefits of new behaviours.
- Develop a diffusion strategy to build knowledge of the change in neighbouring communities in a visible manner.

Suggested list of activities

With children and adolescents

- Engagement with adolescents and young people to amplify their voice, advocate for the issue and also involve them in finding solutions to EVAC and GBV
- Build peer groups and champions for EVAC
- Sports, games, theatre, arts and singing to engage with youth and teachers – building values, respect, self-efficacy
- Enable children, adolescents and adults to engage in inter-generational dialogue
- Promote adolescent participation and engagement with youth clubs such as NSS and NYKS
- Document best practices



With parents

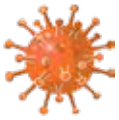
- SBCC efforts with parents to address prevent VAC – with a focus on physical and emotional violence through parenting programmes. This will be done using the module developed based on “Parenting for Lifelong Health” and the ECD responsive parenting tools for FLWs, parents and caregivers.
- Optimally utilise existing government flagship programmes and schemes, such as One Stop Centres, School Health programme, and Beti Bachao Beti Padhao (BBBP) to reach out to parents for EVAC.

With implementers, service providers, FLWs and teachers

- Gender-responsive training programme for FLWs on violence prevention and response to provide basic information and linkages to existing response mechanisms
- Optimally utilise existing programmes and schemes, such as One Stop Centres, School Health programme, and BBBP and platforms such as GPDs, CPCs and PRI meetings among others
- Align and build on School Safety Programme, and implementation of Right to Education Act, 2009 banning corporal punishment in schools
- Continue support for POCSO Act/Address child sexual abuse and online safety issues: including the on-going circulation of Standard Operating Procedures (SOPs) on POCSO Act for teachers and administrators in collaboration with the Ministry of Women and Child Development (MWCD) and the Ministry of Education (MoE), ARPAN and CHILDLINE in collaboration with MWCD under the NISHTHA initiative
- Support engagement with elected representatives and service providers (Health, ICDS, Police and Law, CHILDLINE, social workers at district level with District Child Protection Unit [DCPU]) for increasing awareness on VAC and for supporting action plans and resource mobilisation, leading to improved convergence

With community stakeholders

- Work with faith-based organisations, PRIs, GPDs, SHGs, SMCs and other CBOs to involve them in influencing community attitudes and behaviours and mobilise groups for EVAC
- Engage with them on transforming community norms and practices that support VAC
- Work with men and young boys on positive masculinity to help them embrace positive gender norms and to reject violence



COVID-19 related specific actions

- Strengthen knowledge and skills on mental health and psychosocial support during COVID-19 (lockdown and post-lockdown).
- Teach children the five golden rules to keep safe online always and specially during COVID-19 period.
- Build Corona warriors and champions of public health, frontline social service workforce, CHILDLINE staff, teachers/educators, etc. during COVID-19 period.
- Build knowledge of young boys and girls so that they combat myths and rumours, and address concerns and questions among peers.
- Build community level efforts through mobilisation and communication during COVID-19 (lockdown and post-lockdown).
- Strengthen healing and recovery of child survivors, especially in post trauma period, for child survivors as the core of VAC response, besides ensuring punishment to perpetrators.
- Guided by implementers, be active in sourcing materials from the government, UNICEF and World Health Organization (WHO) that can be adapted to the locations and environment you work in (see Section 5).

Implementation sheet

Use this worksheet⁵ to plan implementation and link your intervention to INSPIRE strategies. Under each action are aspects to consider. You may want to add your own considerations to this list.

Action	Aspects to consider
Assess current environment	<ul style="list-style-type: none"> • Data about types and perpetrators of VAC, and how violence is gendered • Factors affecting children’s safety at home, in, around, and to and from schools • Tools to assess home and school environments • Barriers to participation in school, including norms about girls’ education • Laws, policies and systems that influence school curricula and environments • Opportunities and barriers to implementing or expanding education and life skills
Select interventions	<ul style="list-style-type: none"> • Fit within a comprehensive plan • Feasibility in the given context and available resources • Strengthen and expand current efforts, or add new approaches

⁵ Adapted from ‘United Nations Children’s Fund, INSPIRE Indicator Guidance and Results Framework – Ending Violence Against Children: How to define and measure change, UNICEF, New York, 2018’.

Action	Aspects to consider
Build and leverage partnerships for multi-sectoral approaches	<ul style="list-style-type: none"> • Links to related issues or other INSPIRE strategies • Partnerships with education, health and administrative stakeholders • How to engage communities, parents and students
Refine approaches and adapt programmes to local context	<ul style="list-style-type: none"> • Needs assessment or formative research, if needed • Community, stakeholder and student engagement and participation • Plan for adaptation • Tools, manuals or technical support available • Plan for scale-up
Plan for M&E	<ul style="list-style-type: none"> • Tools for M&E • INSPIRE indicators you will use to measure impact • Data collection system or process • Where to get technical support for M&E

Monitoring changes and documenting results

As the implementation plan (based on communication objectives) is being drawn, alongside there is a need to develop an M&E plan. Since communication objectives are already defined, the next step is to define indicators for tracking progress towards achieving these objectives.

Defining indicators

Programme indicators should be a mix of those that measure process or what is being done in the programme, and those that measure outcomes.

Process indicators track the progress of the programme. They help to answer the question, “Are activities being implemented as planned?”. Some examples of process indicators are:

- Number of trainings held with child protection functionaries in the village/panchayat
- Number of outreach activities conducted with community members in the village/panchayat
- Number of group sessions conducted with children and adolescents on positive masculinity and in the village/panchayat.

Outcome indicators track how successful SBCC activities have been at achieving communication objectives. They help to answer the question, “Have programme activities made a difference?”. Some examples of outcome indicators are:

- Number and per cent of youth reporting violence against them or their friends in the village/panchayat
- Number and per cent of community members reporting VAC in the village/panchayat
- Number and per cent of trained child protection functionalities conducting sessions with children and adolescents on positive masculinity and EVAC.

Methods and frequency of data collection

Once the indicators are in place, methods for gathering data and how often various data will be recorded to track indicators will have to be decided. This will be affected by donor requirements, available resources and the timeline of the intervention. Some data will be continuously gathered by the programme (such as the number of trainings, reporting of violence), but these will be recorded every six months or once a year, depending on the M&E plan. Other types of data such as increase in knowledge on EVAC among children and adolescents may be conducted after a year or two of implementing the intervention through surveys with primary audience. The method and frequency of data collection should be decided collaboratively by the programme staff, stakeholders and donors, as these will have important implications for what data collection methods will be used and how the results will be reported. The information on all indicators should be collected before implementation to ascertain baseline or existing situation.

The source of monitoring data depends largely on what each indicator is trying to measure. For instance, information on the implementation process and progress will be collected through programme-specific M&E tools; service related statistics such as counselling for EVAC can be collected through referral cards and counselling registers maintained by service providers. Likewise, reach and success of the programme intervention within audience sub-groups or communities can be collected through small surveys with primary audience(s) such as interview with service providers, children and adolescents attending EVAC sessions. Qualitative data about the outcomes of the intervention can be collected through focus groups, in-depth interviews, listener/viewer group discussions and case studies, etc.

For all interactions while collecting data/information, it is important to follow research ethics, including informed consent. During the process of implementation, documentation of the process and unfolding changes, case studies and practices will feed into the evaluation. More importantly, such documentation can also be used in the actual work with adolescents and their caregivers to encourage and motivate them to move forward in spite of challenges.

Identifying M&E roles and responsibilities

It is important to decide from the early planning stages who is responsible for collecting the data for each indicator. At the village and panchayat levels, it will mostly be programme staff. For instance, data on number of trainings held with service providers will be collected by activity manager from the programme staff. Number of outreach activities conducted with community

members in the village/panchayat by the child protection functionaries will be compiled by the activity manager.

Creating an analysis plan and reporting templates

Once all of the data have been collected, programme staff will need to compile and analyse it to fill in a results table for internal review and internal/external reporting. This person is likely to be the M&E manager or programme manager. The M&E plan should include a section with details about what data will be analysed and how the results will be presented.

See the table below for understanding how an M&E plan looks once all the above steps are completed.

Indicator	Means of verification	Timing	Person responsible	Baseline	Year 1	Programme end target (3 years)	% of target achieved
Number of trainings held with child protection functionaries (Process indicator)	Training attendance sheets	Every 6 months	Activity manager	0	10	30	33%
Number of outreach activities conducted with community members (Process indicator)	Activity sheet	Every 6 months	Activity manager	0	20	60	33%
Number/ Percent of youth reporting violence against them or their friends (Outcome indicator)	Data from police, school, CHILDINE and child protection CSOs	Every 6 months	Activity manager	5%	1200 15%	3600 75%	20%
Number and percent of community members reporting VAC (Outcome indicator)	Data from police, school, CHILDINE and child protection CSOs	Every 6 months	Activity manager	5%	1200 15%	3600 75%	20%

While the previous table will help the users in developing an M&E plan for SBCC activities at the village/panchayat/district level, UNICEF has also developed an EVAC results framework for its SBCC strategic pillar at state level (see figure below). For UNICEF implementing partners, it will be important to align the district M&E plans to this framework.

EVAC Results Framework

Result statement	Output pillar	Indicator	Means of verification	Responsibility
Government, community influencers, parents, caregivers, girls and boys have the capacity to engage and advocate sustained SBCC to protect and prevent violence, abuse and exploitation	SBCC	No. of states with capacity development package for government functionaries and community structures that focus on prevention of violence, abuse and exploitation	State Results Assessment Module (RAM)	Led by C4D and supported by Child Protection
		No. of states supporting parenting programmes to achieve results on children receiving VAC prevention and response services	State reports	Led by C4D and supported by Child Protection
		No. of government functionaries, community influencers, parents, caregivers, girls and boys reached through SBCC interventions	State reports	Led by C4D and supported by Child Protection
		Number of adolescents and young people (girls and boys) participated in generating awareness on EVAC	State reports	CAP, C4D and Child Protection

Costing the intervention

Once the plan is nearing completion, the following have to be determined. In this period of COVID-19 pandemic, plan and cost for activities that are specific and of critical need in your area:

- Estimation of resource needs and sources
- Human resources
- Estimation of cost
- Sources of financial support

A sample annual costing template is provided for the district level. You will need to modify/adapt based on your district and the conditions existing there.

Assumptions

- 1** Assuming 1,000 villages in a district as an average
- 2** Assuming mass media and social media will be taken care of at the state level
- 3** Rates have been calculated as per rough approximations. These can be modified based on real rates in each district/state.

S. No.	Activity	Approximate cost (in INR)	Source: Human, technical, financial
1	Identification and training of 40 facilitators (5-day training) for working with adolescents, children, teachers, parents and community members	2,00,000	NGO partners, DCPU, UNICEF
2	Facilitator honorarium (40)	5,000 × 40 × 12 = 24,00,000	
3	Ongoing refresher training (2 days) for facilitators (quarterly)	75,000/quarter	NGO partners, DCPU, UNICEF
4	Materials adapted/translated from available resource packages and additional materials produced (social media)	5,00,000	NGO partners
5	Training of teachers, SMC and SHG members, FLWs (3 in a year)	6,00,000	NGO partners, DCPU
6	Quarterly community meetings with: faith leaders, panchayat leaders, women's groups, adolescent groups, etc. during: Gram Sabha/Panchayat meetings, religious, cultural and community-based events	250/meeting × 1,000 × 4 = 10,00,000	NGO partners, DCPU
7	Documentation	2,00,000	NGO partners
8	Advocacy efforts for multi-sectoral coordination		NGO partners, DCPU, PRIs
9	Admin and contingency	@5%	





To assist users in implementing EVAC-related SBCC interventions, a suggested list of resource materials has been compiled. These are available on the digital repository developed by UNICEF called PRACHI (<http://prachicp.com/evac/>). The present section is a guide for users to navigate through the repository and use various resource materials available on the same.

All materials on the repository have been categorised into:



Policy, Programme Strategies and Implementation Guidelines:

These include strategy documents and implementation guidelines developed by UNICEF and its implementing partners.



Capacity Building Materials:

As part of this category, child protection modules and adolescent empowerment toolkits have been included. These are meant to be used for capacity building of service providers and development workers.





Communication Materials:

A range of print and audio-visual communication materials to be used for engaging with children, caregivers and communities form part of this category. The communication materials have been further segregated into age-wise categories of 0-9 years and 10-19 years.

Resource materials

Policy, Programme Strategies and Implementation Guidelines

Resource and author	Description	Target users	Use
Strategy for Violence against Children, UNICEF 	The document captures in detail UNICEF's EVAC programme strategy in India. It outlines key objectives, strategic pillars and interventions for EVAC.	Programme implementers, and child protection and development workers	For orientation and capacity building

Resource and author	Description	Target users	Use
<p>Ending Violence Against Children: Social and Behaviour Change Communication Implementation Guide, UNICEF</p> 	<p>This implementation guideline elaborates upon the process of SBCC towards ending VAC. It systematically explains the process of implementing SBCC based on SEM involving children and adolescents; their parents and families, communities, service providers and development organisations, and government systems and structures.</p>	<p>Programme implementers, and child protection and development workers</p>	<p>For orientation and capacity building</p>



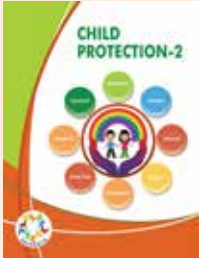

Capacity Building Materials



<p>Child Protection Smart Kit, UNICEF</p> 	<p>This kit contains eight modules to strengthen capacities of child protection functionaries on various aspects of the juvenile justice system, child protection services and other schemes. The modules focus on enhancement of knowledge and skills required by functionaries to support children in difficult circumstances, including those affected by violence.</p>	<p>Programme implementers, and child protection and development workers</p>	<p>Capacity building</p>
<p>Adolescent Empowerment Toolkit by UNICEF and Breakthrough</p> 	<p>The Adolescent Empowerment Toolkit provides the government, partners and CSOs the theoretical understanding as well as effective practical tools to implement a holistic adolescent intervention programme. It also addresses the issue of violence against children and adolescents.</p>	<p>Programme implementers, child protection and development workers, and service providers</p>	<p>Capacity building</p>

Resource and author	Description	Target users	Use
Communication Materials			
0-9 years			
Ammaji Kehti Hain 	<p>Ammaji Kehti Hain videos focus on SBCC around the themes of health, nutrition, child rights and child protection. Select videos of the series address issues of maltreatment of children, violence against them and their safety. They are made for small group and individual viewing, learning and discussion. They are designed to be used as interpersonal communication (IPC) tools by individuals and FLWs in giving out important information to women and caregivers.</p>	<p>Children, adolescents, parents, caregivers and community members</p>	<p>Interpersonal and group communication</p>
Ending Violence against Children Posters, UNICEF 	<p>These posters drive home the message to stop violence against women and children, particularly during COVID-19 lockdown. The posters are in a square format and can be easily disseminated via WhatsApp and social media posts. They are available in PDF, PNG, JPG and MP4 (with voiceover) formats for download in English and Hindi.</p>	<p>Children, adolescents, parents and caregivers</p>	<p>Awareness generation</p>
Psychosocial Support for Children during COVID-19: A Manual for Parents and Caregivers 	<p>In the context of COVID-19, this manual focuses on psychosocial care of children and prevention of violence in spaces where children stay (child care institutions, families, temporary isolation facilities, NGO shelters, etc). The manual, which is designed for two different age cohorts: 6-10 and 11-19, contains activities and play methods to keep children engaged positively and provide them platforms to express their emotions.</p>	<p>Parents, caregivers and service providers</p>	<p>Interpersonal and group communication</p>

Resource and author	Description	Target users	Use
<p>Parenting Tips Posters, a WHO and Parenting for Lifelong Health initiative</p> 	<p>School closure, working remote, physical distancing — it is a lot to navigate for anyone, but especially for parents. To help parents interact constructively with their children during this time of confinement, WHO teamed up with the Parenting for Lifelong Health initiative to bring parents and caregivers a set of handy tips through colourful posters.</p>	<p>Parents and caregivers</p>	<p>Interpersonal and group communication</p>
10-19 years			
<p>AdhaFULL TV Drama Series, UNICEF and BBC Media Action</p> 	<p>AdhaFULL (Half-full) is a 78-episode TV drama series, a whodunit with three teenagers who come together in a make believe town called Badlipur to solve one case per week. Each episode is of around 30-45 minutes. Along with the drama series, comic books and discussion guide are also available. A number of episodes of this TV drama series showcase how violence affects children and adolescents, addresses issues such as sexual harassment, molestation, sexual abuse, violence among peers and violence against women.</p>	<p>Adolescents, parents, caregivers and community members</p>	<p>Group communication and community mobilisation</p>
<p>Meena Radio, UNICEF</p> 	<p>Meena Ki Duniya is an interactive child-centred radio programme intended for upper primary school children. The 15-minute radio programme comprising of a story, a song and a game communicates directly with the children and teachers in schools. The radio programme engages young people between the ages of 11 and 14, who are at an age of critical thinking and decision making, and also prone to dropping out of school. The episodes also focus on making schools child-friendly and how to prevent bullying and corporal punishment.</p>	<p>Early adolescents and teachers</p>	<p>Group communication</p>

Resource and author	Description	Target users	Use
<p>Full on Nikki Radio Series, UNICEF and BBC Action Media</p> 	<p>This radio series is hosted by 'Nikki', a young woman who discusses various issues of gender empowerment. It targets boys and girls aged 10-19 years, and each 12-minute episode presents a mix of pre-recorded programming and community interaction through means such as phone-in interviews, participation of school children, etc. The programme tackles topics such as acid attacks, safe passage to school for girls, domestic violence, child sexual abuse, etc.</p>	<p>Adolescents, parents, caregivers and community members</p>	<p>Group communication and community mobilisation</p>
<p>Ammaji Kehti Hain</p> 	<p>Ammaji Kehti Hain videos focus on social and behaviour change communication around themes of health, nutrition, child rights and child protection. Select videos of the series address issues of maltreatment of children, violence against them and their safety. They are made for small group and individual viewing, learning and discussion. They are designed to be used as interpersonal communication tools by individuals and frontline workers in giving out important information to women and caregivers.</p>	<p>Children, adolescents, parents and caregivers and community members</p>	<p>Interpersonal and group communication</p>
<p>Chanda Pukare, Government of Bihar</p> 	<p>Chanda Pukare is a community mobilisation tool to reach out to communities on the issue of child marriage and its effects on girls, and how it may often lead to maltreatment and violence against girls.</p>	<p>Community members</p>	<p>Community mobilisation</p>

Resource and author	Description	Target users	Use
<p>Ending Violence Against Children Posters, UNICEF</p> 	<p>These posters drive home the message to stop violence against women and children particularly during COVID-19 lockdowns. The posters are in a square format and can be easily disseminated via WhatsApp and social media posts. They are available as PDF, PNG, JPG and MP4 (with voiceover) format for you to download in English and Hindi.</p>	<p>Children, adolescents, parents and caregivers</p>	<p>Awareness generation</p>
<p>Madhav Meena Comic Series</p> 	<p>Madhav Meena is a series of 24 comics dealing with various issues of adolescents such as child marriage, sexual harassment, anger management and violence. It can be used for IPC by FLWs, and for self-reading by adolescents and their parents.</p>	<p>Adolescents</p>	<p>Self-use and IPC</p>
<p>Child Protection Booklet, UNICEF</p> 	<p>This booklet addresses the many forms of child maltreatment or child abuse, including neglect, physical abuse, sexual abuse, substance abuse, exploitation, and emotional abuse. It also helps understand gender, gender inequality in the country, and Legal and Constitutional Safeguards against Gender Inequality. This can be used as a self-learning module as well as a training module for peer-to-peer learning.</p>	<p>Service providers and caregivers</p>	<p>Group communication</p>
<p>Psychosocial Support for Children during COVID-19 A Manual for Parents and Caregivers</p> 	<p>In the context of COVID-19, this manual focuses on psychosocial care of children and prevention of violence in spaces where children stay (child care institutions, families, temporary isolation facilities, NGO shelters, etc). The Manual, which is designed for two different age cohorts: 6 to 10, and 11 to 19, contains activities and play methods to keep children engaged positively and provide them platforms to express their emotions.</p>	<p>Parents, caregivers and service providers</p>	<p>Interpersonal and group communication</p>

Resource and author	Description	Target users	Use
<p>Parenting Tips Posters, WHO and Parenting for Lifelong Health</p> 	<p>School closures, working remote, physical distancing — it's a lot to navigate for anyone, but especially for parents. To help parents interact constructively with their children during this time of confinement, WHO teamed up with the Parenting for Lifelong Health initiative to bring parents and caregivers a set of handy tips through colourful posters.</p>	<p>Parents and caregivers</p>	<p>Interpersonal and group communication</p>
<p>Parenting Adolescents Animatics, UNICEF and New Concept Centre for Development Communication</p> 	<p>These short animatics are set in a fictitious village called Belapuram. These animatics depict how two families navigate the challenges of parenting their adolescents through positive parenting skills.</p>	<p>Parents and caregivers</p>	<p>Interpersonal and group communication</p>



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