World Vision

It Takes Behaviour Science to End Violence against Children

A guide for advocating towards social and behaviour change for ending violence against children (SBC4EVAC)

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Rationale

Behavioural science is an interdisciplinary field with roots in social psychology, cognitive psychology, behavioural economics, data science and anthropology. It uses evidence-based methodologies to understand the barriers and facilitators that drive how people make decisions and how they respond to programmes. SBC interventions apply systematic insights about why people behave the way they do and how their behaviours change. Designing for behaviour change implies four main steps that start with defining the exact behaviours to be changed by all actors at all levels. The barriers and facilitators to the desired behaviours need to be diagnosed and understood in as much detail as possible, via formative research, after which appropriate intervention areas are identified and designed. Most importantly, target groups are closely consulted again, and the interventions are tested before they are scaled.

DEFINE THE BEHAVIOUR → CONDUCT FORMATIVE RESEARCH → DESIGN THE INTERVENTION → TEST AND SCALE
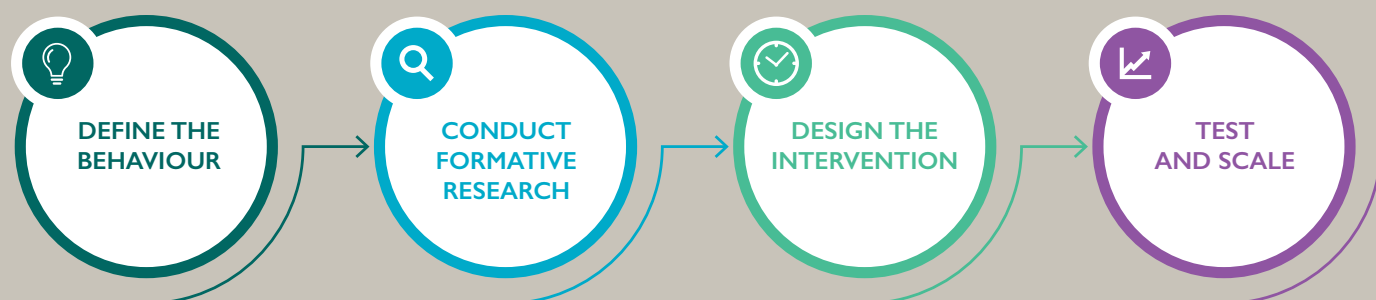
The application of behavioural science is expanding around the world. On 25 June 2021, the United Nations (UN) Secretary-General launched the **Behavioural Science Guidance Note**, which "urges all colleagues to explore and apply behavioural science in programmatic and administrative areas and work together in an interagency way to realise its tremendous potential for impact towards the SDGs". Moreover, "UN Entities are strongly encouraged to invest in behavioural science".

Donors are also beginning to recognise the crucial role a social and behaviour change approach is playing and are beginning to form mechanisms to coordinate efforts and promote learning (Harbour et al, 2021). Most strikingly, the use of behavioural science in policymaking is increasing rapidly as well (Figure 1).

Figure 1: Behavioural insights units around the world (OECD, 2018).
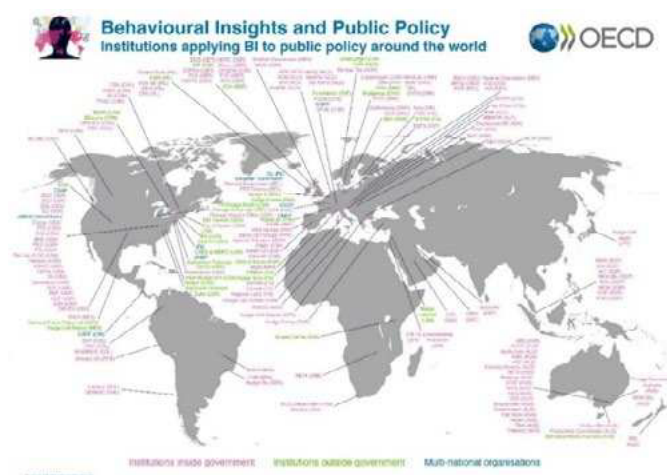
Ending violence against children requires a change in the way people behave towards children and a shift in the social norms that condone violence towards them. But SBC for ending violence against children is often under-funded and it is included as an afterthought, resulting in the insufficient allotment of time and financial resources. **This has to change and World Vision advocates are called to contribute to and steer that change.**

This advocacy guide provides ideas and tools for making a case in favour of the inclusion of SBC approaches in the portfolio of solutions embraced by local and national governments, donors and other stake-holders. It includes both a foundational framework as well as worksheets that can be used to elaborate and contextualize advocacy messages intended for delivery to key stakeholders. This guide can be used in concert with the *INSPIRE Indicator guidance and Results Framework* and the *INSPIRE Handbook.*

{Text Box} Successful efforts toward change encompasses the identification of the behaviours that will have the greatest impact on a problem (ex. the problem of child marriage, of trafficking children, of violent disciplining, etc.), by identifying the real and perceived barriers to change, recognizing facilitators which will help people adopt a change, and creating an environment where changes can be both implemented and sustained over time. Social and behaviour change has proven to be essential in the abandonment of harmful practices such as: Female Genital Cutting (FGC), child marriage, peer-on-peer violence, parent / child violence, as well intimate partner violence (IPV).

Key Stakeholders: The 3Ds

A stakeholder in the context of this guide includes an entity, organization or governing body that has an interest in the INSPIRE Framework Impact Goal: "All children, including adolescents, grow up with greater freedom from all forms of violence; and those who do experience violence benefit from more appropriate care, support and access to justice needed to ensure physical, mental and social well-being." A stake-holder mapping is available in Annex 1.

This guide will focus on three categories of stake-holders.

DONORS

Bilateral, multilateral, international, national and local individuals and entities who earmark funding to achieve sector-specific outcomes. International donors are increasingly interested in harnessing behavioural approaches, but this interest is unevenly distributed across sectors. For instance, in 2021 USAID has issued a 38 million USD envelope for funding behaviour change initiatives that lead to improved health outcomes, but we are yet to see a similar envelope for the area of ending violence against children, in spite of increasing evidence that SBC approaches are fundamental for ending the plight of children subjected to violence.

DECISION-MAKERS

Inter-governmental entities, as wel as national and sub-national governments and their entities (ex. Child Protection Agencies, Ministries of Social Welfare, etc.), that are responsible for overseeing national plans, establishing priorities, implementing policies, allocating resources, etc. An increasing number of governments around the world have established behaviour change or behavioural insight units. However, their understanding of the potential impact of SBC may be clouded by their limited human and financial resources as well as competing priorities. Decision-makers may benefit from advocacy efforts to help them overcome hesitations towards investing in SBC research and planning.

DESIGNERS & IMPLEMENTERS

which include the NGOs, networks, private/public sector working groups, etc. They may need advocacy encounters to encourage SBC integration into budgets, plans, capacity building events, community engagement, and monitoring efforts.

Stakeholder Engagement Objectives

Advocates' main task is to inform and persuade stakeholders that investing in social and behaviour change interventions to end violence against children will help them uphold their obligations and commitments. We need to:

1. Demonstrate the importance of harnessing behavioural science to ending violence against children.

2. Help stake-holders overcome their eventual scepticism with regard to SBC effectiveness and its potential to increase return on investment.

3. Shift mindsets away from supporting process indicators towards outcome indicators as expressed in changes in behaviours and social norms.

4. Show how SBC is complementary to what is already prioritized and funded.

Stakeholder Engagement Potential Barriers and Corresponding Communication Strategies

To achieve our SBC4EVAC advocacy objectives, we need to be aware of the barriers[1] that our stakeholders may face in increasing their investments and attention devoted to social and behaviour change approaches.

Potential Barriers	Advocacy Communication Strategies
Unaware Stakeholders may be unaware of how important and effective SBC interventions are.	• Increase the understanding of what SBC includes. • Illustrate how the stakeholder may already be doing SBC work. • Explain the concept of creating enabling environments for impact and sustainability.
Skeptical Stakeholders may be unconvinced about the potential impact and return on investment that SBC interventions can contribute.	• Present evidence of increased impact where SBC has been added to complement interventions. • Illustrate the cost-effectiveness of SBC and the potential ROI.
Restricted Stakeholders may be restricted by tight budgets, short funding cycles, lack of holistic visions, organizational mandates, core values and monitoring and evaluation systems.	• Illustrate how adding SBC can increase impact and improve outputs in a short, medium, and long-term manner. • Demonstrate the complementary nature of SBC. • Seek to elevate SBC in the personal and organizational prioritization of mandates and funding decisions.

1   The list is derived from "Advocating for SBC in FP Programs: A Message Framework. USAID: Breakthrough Action Cooperative Agreement #AID-0AA-A-17-00017. Johns Hopkins University. 2020". https://breakthroughactionandresearch.org/message-framework-for-advocating-for-sbc-in-family-planning-programs-now-updated/

Potential Barriers	Advocacy Communication Strategies
Under-resourced Stakeholders must prioritize and allocate resources weighing a plethora of competing and valid priorities.	• Assure stakeholders that organizations, and professional peers are in support of funding SBC initiatives. • Illustrate how SBC is complementary. • Reassure that SBC does not 'take away from', but rather provides 'added value'. • Demonstrate how even meager investments can improve outcomes significantly if properly implemented. • Convince of the sustainability and autonomy that have been established as a result of complementary SBC activities.

Potential General Asks

Each Field Office will have their own specific asks, that can include or not the proposed general asks below:

1. Champion the critical role of social and behaviour change in ending violence against children (SBC4EVAC)

There is ample evidence for the impact that the application of an SBC and behavioural insights lens can potentially have in delivering results within EVAC. The INSPIRE Implementation Framework relies on the use of SBC and behavioural insights. Programmes cannot be designed or implemented effectively without a behavioural lens. We therefore urge stakeholders to recognise the critical role that SBC can have in designing better quality, holistic EVAC programmes and make the necessary investments.

2. Form a national-level SBC4EVAC Working Group

The success of implementing an SBC approach relies largely on the extent to which the learning can be fostered and shared. It would therefore be key to form a Working Group that will be able to ensure the smooth flow of building and sharing the evidence and knowledge base. An example is the work done by the RBM Partnership to End Malaria. By forming a formal SBC Working Group, that brings together donors, governments, NGOs and the private sector, they are able to grow their field, track evidence and improve methodologies. The RBM SBC Working Group is a best practice that ensures that the same level of high-quality malaria-related SBC work is being done across regions.

3. Improve capacity and coordination

SBC expertise for development and humanitarian assistance has been growing consistently over the past years, and there are now numerous SBC experts around the world (mostly in sectors such as health, nutrition and WASH), as well as a growing number of consultancy firms with behavioural science expertise in the Global South. This capacity can be harnessed to grow SBC4EVAC capabilities and cross-sector cooperation for changing behaviours and social norms that condone violence against children.

4. Ensure political commitment for SBC4EVAC

SBC4EVAC is more likely to reap benefits if it is incorporated into the working methodology of governments across the Globe. We therefore advocate for public sector policy-makers to harness the power of behaviour science and make the necessary investments.

The TEAM Framework

In order to assist with articulating advocacy messages, worksheets have been created based on an adaptation of the *TEAR for Advocacy Schema, created by R. Danielle Chekaraou in 2009.* For the purpose of this guide, the TEAM framework is integrated with the Social-Ecological Model of Change and the INSPIRE Framework. TEAM stands for:

Tell: Summarize the problem that the SBC approach will resolve or prevent in a way that will pique the interest of the stakeholder.

Explain: Expand on the problem statement ensuring that it is relevant to the stakeholder.

Ask: What do you want this person to do? Be clear and concise.

Map: Show the road ahead. What is the follow-up plan that you propose?

Annex 2 will help in completing the worksheet and ensure they are relevant and motivational to each of the particular stakeholders. A generic model is included, as well as several examples.

Before engaging in the steps of the TEAM framework, it is important that some preliminary research be conducted.

The Background Research Planning Worksheet can be used to outline each point in detail and then a summary of key words can be transferred into the Advocacy Target Worksheet for a more concise means of guiding the advocacy encounter.

BACKGROUND RESEARCH WORKSHEET: A TEMPLATE

01   Stakeholder type (Donor, Decision-maker, Designer & Implementer) & organizational mandate

02   Point Person (name, position, relevant details)

03   Point Person's position on SBC, inferred from knowing their organizational mandate or requirements of their job, or from past conversations and encounters. "What's in it for the point person?"

04   What are the barriers that this organization, and this person specifically face that makes them hesitant to support SBC approaches to end violence against children?

05   **Tell**: What is the problem that the stake-holder has that a SBC approach will resolve or prevent? Summarize your key points in 1-2 sentences. Your goal is to pique the interest of the stakeholder, so that they want to hear more.

06   **Explain**: Expand on the problem statement ensuring that it is relevant to the stakeholder.

07   In which level of the Social-Ecological Model would this advocacy effort have an impact, if successful?

08   **Ask**: What can this person specifically do? Be clear and concise.

09   **Map**: A successful advocacy initiative does not necessarily begin and end with one meeting, so it is important to propose a plan for follow-up that maps out the road ahead. What are the proposed actions?

ADVOCACY TARGET WORKSHEET

Stakeholder Type
Donor, Decision Maker, Designer

01

Organization / Point Person

02 Who will you advocate to and what is their position on SBC for EVAC?

Motivators / Mandate

03 What mandate or objective will SBC for EVAC help them to achieve?

04 Main barriers to funding SBC initiatives

05 Tell

In two sentences or less, summarize the problem through the audience lens. Try to tell a story rather than state bland facts.

06 Explain

Provide additional detail and evidence to support the introductory point.
Evidence point 1:
Evidence point 2:

07

EMPOWERMENT → SOCIAL SUPPORT SYSTEMS → SERVICES AND SAFE HAVENS → LAWS, POLICIES, AND REGULATIONS

08 Ask ?
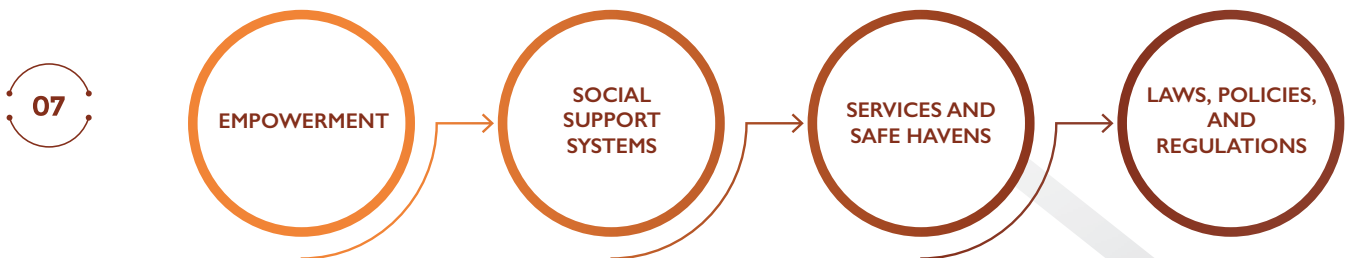
Very specifically, state what can this person can do to move the mutual agenda forward identifying at which domain the request will achieve impact.
INSPIRE Point of Reference:

09 Map

Summarize the conversation by sharing an action plan or 'next steps' being specific about when you will check back and what you hope will be complete.

THE SOCIAL-ECOLOGICAL MODEL OF BEHAVIOR CHANGE AND THE INSPIRE 7 STRATEGIES FOR ENDING VIOLENCE AGAINST CHILDREN

EMPOWERMENT → **SOCIAL SUPPORT SYSTEMS** → **SERVICES AND SAFE HAVENS** → **LAWS, POLICIES, AND REGULATIONS**

Implementation and enforcement of laws

Norms and values

Safe environments

Parent and caregiver support

Income and economic strengthening

Response and support services

Education and life skills

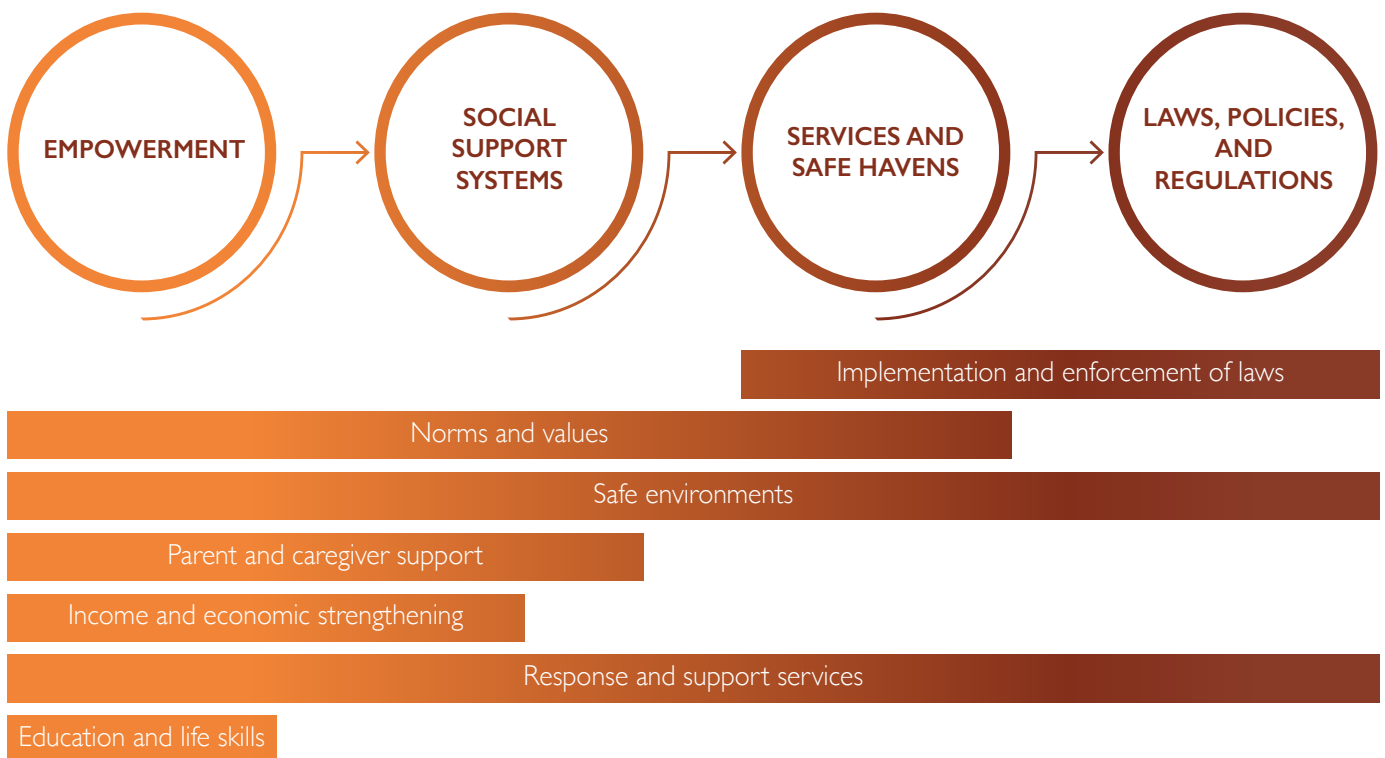## BACKGROUND RESEARCH PLANNING WORKSHEET – AN EXAMPLE

Organization: ABC International Foundation

01
Stakeholder Type (Donor, Decision-maker, Designer & Implementer) & organizational mandate.

Private donor, with a mission to provide educational facilities and supplies. The donor funds many construction projects and monitors many process indicators such as the # of schools built, # of educational materials distributed and # of children who can be accommodated by their investments.

02
Point Person (name, position, relevant details).

Lucy, Director of Programs, very passionate about her work: her own education was in jeopardy because in her village there was no school. She thinks that school attendance is the only way that children have a chance in life: her cousins and friends could not move to the capital city to attend high-school and so they were left behind. Very focused on establishing educational facilities.

03
Point Person's position on SBC inferred from knowing their organizational mandate or requirements of their job and/or from past conversations/encounters). "What's in it?" for the point person?

Lucy is extremely focused on building facilities and has limited interest in other interventions. However, recently she realized that not all the children in a school area come to school. She is very keen to see girls benefitting from her work, but it's exactly girls that are mostly missing. She started to understand that the presence of a building alone will not automatically ensure access to education. However, she has never considered that changing people's behaviours is her job or that the topic of VAC is relevant for her and her organisation. Apparently there is nothing "in it" for Lucy.

04

What are the barriers for this organization and this person specifically?

Lucy's main barriers are that both she and the organization have an "If you build it, they will come" mentality and their success is measured by process indicators alone.

05

Tell: What is the problem that the stakeholder has and that a SBC approach will resolve? Summarize your key points in 1-2 sentences. Your goal is to pique the interest of the stakeholder so that they want to hear more.

You can begin with a story. Helping the stakeholder connect emotionally to a problem that is important to them is an effective means of piquing their interest.

"Once they reach puberty, many girls stop attending school because they experience harassment by older boys. In many communitites, gaining the attention of males, even when undesired, is harmful to a girl's reputation. Working with communities to keep girls safe from harassment and changing the social norms that perpetuate these behaviours is the only way we can ensure that girls feel safe outside of their homes and are free to attend school. This requires a behavioural approach and WV has specialists who can help solve this problem".

06

Explain: Expand on the problem statement using supporting points that are relevant to the stakeholder.

Use evidence from research and continue to explain how they and their organization are connected to the problem. (Refer to Table 1 for assistance in identifying supporting points and evidence).

"We understand that you and your organization are interested in providing educational facilities and supplies for children in this country. But when a child is frightened, insecure or experiences harassment and abuse, it negatively affects her ability to stay in school. School attrition is a huge financial loss on your generous investments".

07

Ask: What can this person specifically do? Be clear and concise.

Advocacy messages often fall short because they are too vague. The advocacy target may leave the meeting without understanding their role in addressing the problem. Be bold and concise with a structured ask.

"Based on our research, we believe that funding a behaviour change intervention will compliment the investments you have made in constructing educational facilities. Children can only attend school and thrive when they feel safe physically and psychologically. Investing in a more comprehensive social and behaviour change activity that creates safe environments and helps to keep girls' attendance high, will increase your impact. Will you invest in an SBC intervention for creating safe environments where children can fulfill their right to a quality education?"

08

Map: What are the proposed actions, next steps, and timelines?

Provide a 'next steps' scenario:

"I understand that you will be working on annual budgets next quarter. So here's what I propose; may I send you some supporting information by next week so that you can present it to your board? Afterwards, I will follow-up to see if you have any questions or need additional support for moving this forward. Will that work for you?"

SBC4EVAC MASTER ADVOCACY WORKSHEET

Stakeholder Type **Donor, Decision Maker, Designer**	**Organization / Point Person**	**Motivators / Mandate**
	Who will you advocate to and what is their position on SBC for EVAC?	What mandate or objective will SBC for EVAC help them to achieve?

Main barriers to funding SBC initiatives

Tell — In two sentences or less, summarize the problem through the audience lens. Try to tell a story rather than state bland facts.

Explain — Provide additional detail and evidence to support the introductory point.
Evidence point 1:
Evidence point 2:

EMPOWERMENT → **SOCIAL SUPPORT SYSTEMS** → **SERVICES AND SAFE HAVENS** → **LAWS, POLICIES, AND REGULATIONS**
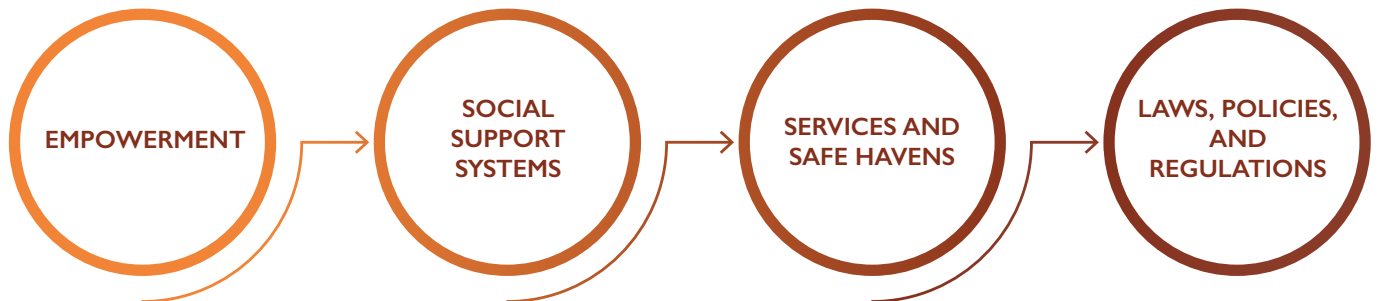
Ask? — Very specifically, state what can this person can do to move the mutual agenda forward identifying at which domain the request will achieve impact.
INSPIRE Point of Reference:

Map — Summarize the conversation by sharing an action plan or 'next steps' being specific about when you will check back and what you hope will be complete.

SBC4EVAC DONOR ADVOCACY WORKSHEET

Stakeholder Type Donor	Organization / Point Person	Motivators / Mandate

Multilateral Donor – UNICEF
Henry is highly supportive of SBC in general; he has to localize funding through in-country partnerships.

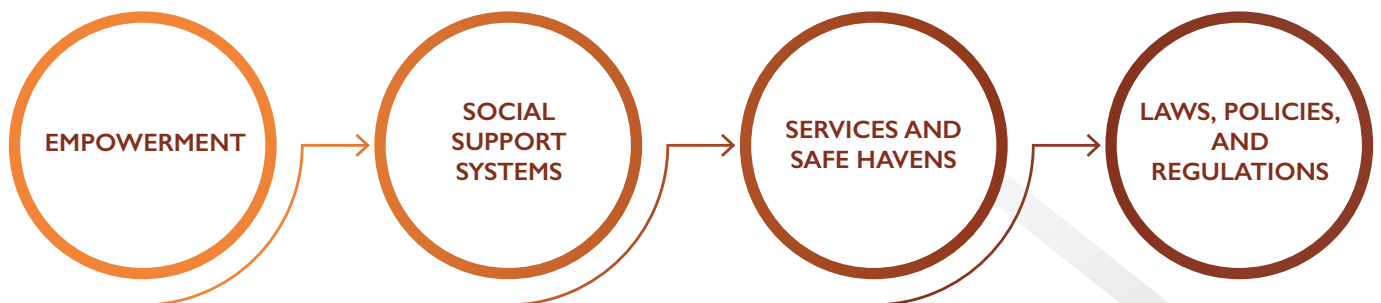Needs to show impact that SBC can be effective in EVAC.

Knows that SBC is effective but has not been a part of allocating funds toward EVAC.

Tell

UNICEF has made amazing contributions across the globe by integrating communication for development into health; and millions of children need the same commitment and contribution to keep them safe in their homes, schools and communities.

Explain

Point 1: Integrating a public health approach, which is UNICEF's expertise, into ending violence showed reductions from 20% to 70% in an analysis of several programs that used "The Cure Violence Program" which is an integrated public health / violence C4D approach. (Pickard-Fritsche). Point 2: Localization is an excellent approach for EVAC as top-down approaches tend to result in low community ownership and do not foster community voice. This risks increasing people's dependency on implementing organizations and, over the long term, reduces the sustainability of results. (Ellerman)

EMPOWERMENT → **SOCIAL SUPPORT SYSTEMS** → **SERVICES AND SAFE HAVENS** → **LAWS, POLICIES, AND REGULATIONS**

Areas of intervention in enabling environment.

Ask?

Will you work closely with your national level agency office to expand your SBC expertise and resources into ending violence against children?

Map

Let us formalize our relationship through a Memorandum of Understanding (MOU) to influence what is happening at our national level offices to support them in integrating SBC into EVAC programming. I can send you a draft to review by next week so that we can move forward.

SBC4EVAC DECISION-MAKER ADVOCACY WORKSHEET

Stakeholder Type Decision Maker	Organization / Point Person	Motivators / Mandate

Decision Maker

Leila works for a National Ministry of Health and Welfare which oversees child protection. Their budget has designated funds to end violence against children. She and her superiors believe that laws will have the largest impact on changing the behavior of parents and teachers toward children.

Leila has to show impact on EVAC by process indicators such as the # of laws passed.

Leila does not know about SBC indicators or how to show attribution of SBC to what they are accomplishing with lawmaking."

Tell

You are right to understand that laws which prevent parents and teachers from harming children are very important; equally important is making the laws visible and supporting attitudes that motivate people to follow and enforce the laws.
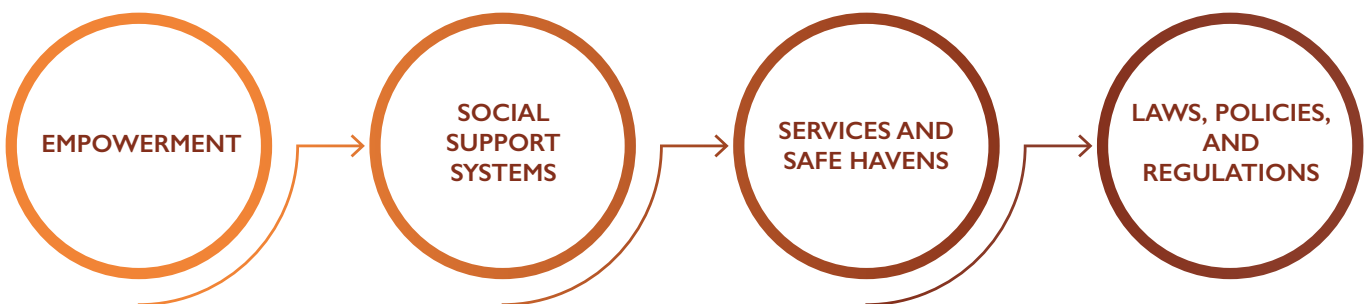
Explain

SBC efforts need to accompany legislation so that people understand the reasons behind the law, as well as the negative consequences of the law. When people see and believe that others are following the laws, they are more likely to shift their attitudes, values and behaviors toward protecting children and adolescents.

Supporting Point: "Laws are not only an indication of punishment in case of infraction. They can also be interpreted as reflecting the intentions of legislators and through them the public in general. Laws may have an expressive function, where they make a statement as opposed to controlling behavior directly. As a consequence, legal statement may be designed to change social norms."
(UNFPA-UNICEF)

Ask?

Leila, will you present some data I will provide to you to your supervisors and request that in addition to funding legal bodies, they allocate money to develop an SBC strategy to help with Descriptive Norms, or helping people to see, understand and practice in accordance with the laws?

EMPOWERMENT → **SOCIAL SUPPORT SYSTEMS** → **SERVICES AND SAFE HAVENS** → **LAWS, POLICIES, AND REGULATIONS**

Areas of intervention in enabling environment.

Map

I will send you some materials to help you present the key points. Then, in two weeks we can have a 30-minute meeting so that I can get an update on the progress and see if you need additional support to get the SBC for EVAC agenda into the budget.

SBC4EVAC DESIGNER & IMPLEMENTER ADVOCACY WORKSHEET

Stakeholder Type Designer	Organization / Point Person	Motivators / Mandate
	Fatma is a National Office Health Consortium lead who is a powerful influencers among NGOs working in variety of sectors.	Fatma is responsible in her own organization to track health indicators and influence the programs supported by the consortium.

Fatma's program has been spending a lot of human and financial resource for SBC in health. She understands its effectiveness but shehas been fairly siloed in her focus and does not see the connection between EVAC and health.
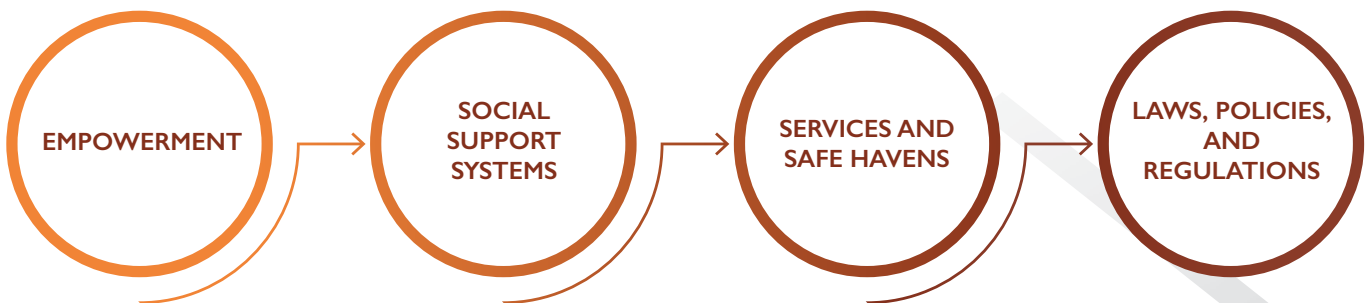
Tell

You have made amazing strides in adolescent health, but thousands of girls in your program intervention area still experience violence at the hand of their peers and teachers resulting in early and unwanted pregnancies which has a negative impact on the success of your health programs targeting maternal and child survival.

Explain

Health programs are well ahead of the EVAC sector where integrating SBC is concerned. We have much we could learn with sufficient opportunities for collaboration and many health and violence issues overlap.
Supporting Point: Life skills education resulted in a reduction in sexual assault rates by 38% and a 34% increase in likelihood of disclosure of sexual violence in one SBC program in Kenya. (Adolescent Girls)
Supporting Point: "Dating Matters reduced risk for violence perpetration, and victimization and other risk behaviors from 3 to 11% on average during middle school compared to other evidence-based programs." (CDC)

EMPOWERMENT → **SOCIAL SUPPORT SYSTEMS** → **SERVICES AND SAFE HAVENS** → **LAWS, POLICIES, AND REGULATIONS**

Areas of intervention in enabling environment.

Ask?

Would you consider pitching cross-collaboration with the EVAC sector to build capacities for SBC work with your consortium partners so that we can make a mutual positive impact on the key indicators which are important to both of our programs?

Map

Let us have a joint planning meeting next week so that we can build an evidence base case that you will present in next month's meeting.

ANNEX 1: STAKEHOLDER MAPPING

Stakeholder	Current degree of engagement in behavioural science or SBC	Potential role and key asks
DONORS		
USAID	**High** – most structured donor of SBC programmes worldwide, mostly focused on health. Member/Co-Leader of Global SBC Donor Group	Connect with the in-country USAID Mission and congratulate for the Think BIG project and in general for USAID's emphasis on changing behaviours and social norms. Review the USAID Country Strategy for references relating to SBC and mention them in your meeting. Request support and funding for: SBC4EVAC programmes, Embedding SBC4EVAC in existing funded programs, Establishing a knowledge sharing platform.
GIZ, The German Development Agency	**High** – plays a key role in SBC knowledge generation and funding to SBC in nutrition and agriculture	Connect with the in-country embassy and congratulate for the emphasis on changing behaviours and social norms. Inquire about possible support and funding for: SBC4EVAC programmes Embedding SBC4EVAC in existing funded programs, Establishing a knowledge sharing platform.
Foreign, Commonwealth and Development Office (UK) Behavioural Insights Team (UK, Americas, Asia)	**High** – strong interest in the application of behavioural science in policy and government in the Global South	Support the addition of SBC4EVAC approach within Global South government units Fund collaboration and learning
European Commission Competence Center on Behavioural Insights	**High** – extensive experience applying behavioural science to policy design	Connect with the relevant officer / team in the in-country EU Delegation and: Advocate for funding for utilizing SBC4EVAC Ask if the Competence Center on Behavioural Insights can provide support Encourage investment in knowledge generation platforms to improve quality of EVAC Ask if the Delegation can facilitate joint donor action for embedding SBC4EVAC

Stakeholder	Current degree of engagement in behavioural science or SBC	Potential role and key asks
Ministry of Foreign Affairs, the Netherlands	**Medium** – strong interest in the application of behavioural science in migration and development and more specifically irregular migration behaviour change	Present argument of value of behavioural science / SBC4EVAC Encourage investment in knowledge generation platforms to improve quality of EVAC
AusAid	**Medium** – evidence of some involvement in public policy within Australia, but not clear how big interest is in terms of global development	Present argument of value of behavioural science / SBC4EVAC Encourage investment in knowledge generation platforms to improve quality of EVAC
Agence Française de Développement	**Medium** – evidence of interest in SBC, though difficult to find concrete work	Request meeting with donor to understand level of interest and engagement with SBC
Norad	**Low** – no explicit funding to SBC, might be embedded in education and health programming	Present argument of value of behavioural science / SBC4EVAC Encourage investment in knowledge generation platforms to improve quality of EVAC
SIDA	**Low** – as above	As above
Danida	**Low** – as above	As above
INTERNATIONAL FOUNDATIONS		
Bill & Melinda Gates Foundation	**High** – funder of many SBC and behavioural science projects. Interest in maternal and child health. Member/Co-Leader of Global SBC Donor Group	Explain ambitions of SBC4EVAC and ask for advice and support.
Wellcome Trust	**High** – funder of the Human Behaviour-Change Project. Interest might only be in academic side of behavioural science, however, may be interested in funding knowledge generation	Explain ambitions of SBC4EVAC, including how the initiative could benefit other areas of global development not yet utilising behavioural science Encourage investment in knowledge generation platforms to improve quality of SBC4EVAC
Children's Investment Fund Foundation	**High** – sustained behaviour change is one of their key transformational tools. Member of Global SBC Donor Group	As above
William and Flora Hewlett Foundation	**High** – 2022 SBCC Summit Sponsor. Interest in maternal and child health. Member of Global SBC Donor Group	As above

Stakeholder	Current degree of engagement in behavioural science or SBC	Potential role and key asks
Lucile Packard Foundation	**High** – Active in donor meetings on coordination of SBC efforts. Interest in maternal and child health. Member of Global SBC Donor Group	As above
Surgo Foundation	**High** – High expertise in behavioural science and artificial intelligence (publishers of the CUBES framework). Member of Global SBC Donor Group	Provision of technical expertise Thought partner Potential link to US-based foundations for funding (especially Clinton Foundation and Rockefeller Foundation)
Unilever	**High** – Member of the Hygiene & behaviour change coalition (HBCC). Interest in behaviour change for sustainability. Member of Global SBC Donor Group	Provide technical expertise Support entry-point to government Facilitate joint donor action of embedding SBC4EVAC

MULTILATERAL INSTITUTIONS & UN AGENCIES

Stakeholder	Current degree of engagement in behavioural science or SBC	Potential role and key asks
eMBeD, World Bank	**High** – thought leader in application of behavioural science to global development. Manages database of SBC funding from all donors.	If your office implements project in collaboration with or funded by the World Bank, connect and brainstorm how to include additional elements of behaviour science (SBC4EVAC, but not only), in collaboration with their own specialised unit (eMBeD – The Mind, Behaviour and Development Unit).
OECD	**High** – thought leader in application of behavioural science to policymaking	Can provide technical expertise and facilitate joint donor action of embedding SBC4EVAC.
World Health Organisation	**High** – strong commitment to embedding behavioural science. Has a recently-formed behavioural science unit.	Provide technical expertise Support entry-point to government Facilitate joint donor action of embedding SBC4EVAC
UNICEF	**High** – thought leader and a force in the area of harnessing behaviour science for children's issues.	Connect with the in-country office and express your interest in: Collaborating in the area of SBC4EVAC Learning from the UNICEF vast experience in C4D (now re-named SBC) Establishing an SBCEVAC national platform / working group
Global Partnership to End Violence against Children	**Low** – for the time being no structured approach to SBC	

Stakeholder	Current degree of engagement in behavioural science or SBC	Potential role and key asks
NGOS		
Save the Children	**High** – thought leader, established CUBIC – The Center for Utilizing Behavioural Insights for Children	A member of Joining Forces, Save the Children can be approached for joint actions in the area of changing behaviours and social norms and sharing of knowledge and expertise.
Plan International	**Medium** – increasingly interested in SBC, in particular social norms.	As above.
Promundo	**Medium** – seem to have some knowledge and expertise in gender norms transformation	Sharing of knowledge and expertise.
SOS Children's Villages	**Low** – no structured approach to SBC	A member of Joining Forces, SOS Children's Villages can be approached for joint actions and learning in the area of SBC4EVAC.
ECPAT	**Low** – no structured approach to SBC	Present argument of value of behavioural science / SBC4EVAC
African Child Policy Forum	**Low** – no structured approach to SBC	Present argument of value of behavioural science / SBC4EVAC
Arigatou International	**Low** – no structured approach to SBC	Present argument of value of behavioural science / SBC4EVAC
Global Initiative to End All Corporal Punishment of Children	**Low** – no structured approach to SBC	Present argument of value of behavioural science / SBC4EVAC
Terre des Hommes	**Low** – no structured approach to SBC	Present argument of value of behavioural science / SBC4EVAC
GOVERNMENTS		
Colombia	**High** – in-house behavioural insights team and linkages to OECD behavioural insights team	Identify and connect with the behavioural insights team and express an interest for collaboration and support in the area of harnessing behaviour science for ending violence against children.
Mexico	**High** – as above	As above.
Brazil	**High** – as above	As above.
Zambia	**High** – as above	As above.
South Africa	**High** – as above	As above.
Peru	**High** – as above	As above.

Stakeholder	Current degree of engagement in behavioural science or SBC	Potential role and key asks
Burkina Faso	**Medium** – BREAKTHROUGH RESEARCH Member	Entry point for advocacy for SBC4EVAC. Lobby for expansion of SBC beyond FP, WASH, etc. Leverage donor interest to invest in SBC4EVAC
Cameroon	**Medium** – as above	As above
Ivory Coast	**Medium** – as above	As above
Democratic Republic of Congo	**Medium** – as above	As above
Ghana	**Medium** – as above	As above
Kenya	**Medium** – as above	As above
Madagascar	**Medium** – as above	As above
Malawi	**Medium** – as above	As above
Mali	**Medium** – as above	As above
Niger	**Medium** – as above	As above
Tanzania	**Medium** – as above	As above
Philippines	**Medium** – as above	As above
Dominican Republic	**Medium** – as above	As above
El Salvador	**Medium** – as above	As above
Guatemala	**Medium** – as above	As above
Honduras	**Medium** – as above	As above
Jamaica	**Medium** – as above	As above

ANNEX 1I: THE 7 INSPIRE STRATEGIES FOR ENDING VIOLENCE AGAINST CHILDREN[2]

Implementation and enforcement of laws

Laws, in and of themselves are rarely enough to motivate individuals to abandon harmful practices in favor of healthy ones. In fact, punitive laws which are established outside of local value systems may elevate stigma around a particular practice and cause it to go 'underground' which will likely result in an increase in risk rather than a reduction. Comprehensive SBC interventions can help to change the norms and value systems associated with harmful practices and therefore increase the return on investment that stakeholders have made in establishing and enforcing laws.

Some SBC complementary initiatives might include: 1. Change social norms that condone violence against children; 2. Decrease the acceptability of VAC in communities; 3. Decrease stigma associated with violence for both victims and perpetrators; 4. Caregiver support and training to educate, prevent and deter violence; 5. Promotion and capacity building for alternative non-violent actions among perpetrators; 6. Illustrate the negative impact that violence has upon families and communities, both socially as well as economically.

Evidence	Resource
"Laws are not only an indication of punishment in case of infraction. They can also be interpreted as reflecting the intentions of legislators and through them the public in general. Laws may have an expressive function, where they make a statement as opposed to controlling behaviour directly. As a consequence, legal statement may be designed to change social norms."	UNFPA – UNICEF. Manual on Social Norms and Change. https://www.unfpa.org/sites/default/files/pub-pdf/Social_Norms_Manual_-_English.pdf
A body of comprehensive interventions that reach all levels of the enabling environments is necessary for populations to stand together and eliminate harmful practices: "Legislation, female literacy and empowerment, educating men, and provision of alternative vocation for excisors were means suggested by respondents for stopping the [FPM} (harmful) practice."	Asekun-Olarinmoye, E., Amusan, O.A., The Impact of health education on attitudes towards female genital mutilation (FGM) in a rural Nigerian community. https://pubmed.ncbi.nlm.nih.gov/18609348/

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2   This table contains a sampling of evidence contained in The INSPIRE Technical Guide as well as the INSPIRE Handbook. Additional options for evidence-base can be obtained from either of those resources.

Norms and values

Strengthen norms and values that support non-violent, respectful, nurturing, positive and gender-equitable relationships for all children and adolescents.

Some SBC complementary initiatives might include: 1. Highlight the inherent value of a person, including children and women; 2. Engage and train influential leaders such as religious leaders, traditional leaders, political leaders and local financial influencers such as respected businessmen; 3. Create platforms to discuss current attitudes and practices around violence; 4. Use mass media, community and inter-personal communications to shape values surrounding the use of violence; 5. Highlight gender imbalances that are prevalent in the community, with regard to access to goods and services such as income generation, educational and social services, the distribution of work and tasks, etc.; 6. Integrate gender equity into all program interventions; 7. Begin violence prevention and gender balance education and complementary life skills in early childhood and early adolescence to avoid the establishment of harmful ideals.

Evidence	Resource
Changing social norms and gender values is the most effective means to induce lasting change. "Successful programs are community-led, aim to change social norms in the whole community, and empower women. Governments and NGOs should use community-led programs based on participatory methods as recommended interventions in order to promote community-wide abandonment of FGC (harmful practices)."	Young McChesney, Kay. 2015. "Successful Approaches to Ending Female Genital Cutting", in The Journal of Sociology & Social Welfare: Vol. 42: Iss. 1, Article 2. https://scholarworks.wmich.edu/jssw/vol42/iss1/2
Programs which focus on a shift in values and norms have proven successful in reducing a number of harmful practices including gender-based violence, intimate-partner violence, attitudes towards girls' education, update in joint decision making and attitudes toward child marriage and FGM.	Diop, N.J. et al. 2004. The Tostan program. Evaluation of a community-based education program in Senegal. Dakar: Population Council, GTZ and Tostan.
"The REPLACE project in the EU recognizes that FGM is a social norm and that each community has different belief systems and enforcement mechanisms supporting its continuation. Therefore, there was a need to draw on both individualistic and community focused theories of behaviour change to fully capture the complexity of the practice of FGM in an approach to end it."	**Barrett, H.R., Brown, K., Alhassan, Y. et al.** 2020. Transforming social norms to end FGM in the EU: an evaluation of the REPLACE Approach. **Reprod Health 17, 40.** https://reproductive-health-journal.biomedcentral.com/articles/10.1186/s12978-020-0879-2
"Yaari Dosti uses education and discussion to encourage men to become more respectful partners and involved fathers, and equips them to share parenting responsibility with their partners and model healthy, non-violent romantic partnerships to their children."	Yaari Dosti: Young Men Redefine Masculinity A Training Manual http://www.popcouncil.org/uploads/pdfs/horizons/yaaridostieng.pdf

Designed and implemented by Save the Children, Choices is a curriculum-based programme that challenges harmful gender norms and encourages gender-equitable attitudes and beliefs during early adolescence

CHOICES: A curriculum for 10 to 14 year olds in Nepal   https://www.iywg.org/sites/iywg/files/2009_savethechildren_choices.pdf

Safe environments

Create and sustain safe streets and other environments where children and youth gather and spend time.

Some SBC complementary initiatives might include: 1) Engage populations in community planning for both physical and social modifications that engender safety and security; 2. Organize local businessmen and women to provide child / community watch and ensure safe routes to schools and home; 3. Engage adolescents through school and community clubs to increase awareness around peer-on-peer violence and establish accountability measures.

Evidence	Resource
The Cardiff Model has been adopted as the primary approach for violence prevention across the United Kingdom since 1998. It requires multi-agency and community-based collaboration to improve anonymous reporting and mapping of violence to enhance collaborative solutions in developing violence prevention strategies. It reduced violence related hospital admissions by 43%.	Mercer Kollar, LM., Jacoby, S.F., Ridgeway, G., Sumner, S.A. Cardiff Model Toolkit: Community Guidance for Violence Prevention. Atlanta, GA: Division of Violence Prevention, National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, 2017. https://www.cdc.gov/violenceprevention/pdf/cardiffmodel/cardiff-toolkit508.pdf
The Cure Violence Program resulted in 20%-70% reduction in violence using a three-pronged model which included a concerted effort to change community norms and conditions.	Pickard-Fritsche S., Cerniglia L., Testing a public health approach to gun violence. New York: Center for Court Innovation; 2013. http:// cureviolence.org/

Parent and caregiver support

Reduce harsh parenting practices and create positive parent-child relationships.

Some SBC complementary initiatives might include: 1. Recruit and train 'peer' couple educators to provide support systems for parents; 2. Promote the nurturing roles of fathers; 3. Community theatre and role plays to model positive discipline and parenting; 4. Training of local social workers and community leaders to provide parent support; 5. Establish parent / adolescent clubs to promote inter-generational communication.

Evidence	Resource
Home visits are an effective SBC strategy that yield a huge impact. A 48% reduction in child abuse and neglect was reported in families where home visits were conducted.	Evidentiary foundation of Nurse-Family Partnership: Denver. Nurse-Family Partnership; 2011.
Home visits conducted among mothers in South Africa resulted in improved mother-child bonds; a protective factor against maltreatment.	Cooper P.J., et al. Improving quality of mother-infant relationship and infant attachment in socioeconomically deprived community in South Africa: randomized controlled trial. British Medical Journal. 2009; 338:b974.
"Parents Matter and Families Matter programmes are designed to help parents overcome common parent-child communication barriers and to enhance parenting skills and practices, including parental monitoring, positive reinforcement and the building of a strong parent-child relationship."	CDC Parents Matter! Website: https://npin.cdc.gov/parentsmatter/program.asp Families Matter! program overview https://www.cdc.gov/globalaids/publications/fmp-full- overview — —final-3.5.14.pdf

Income and economic strengthening

Improve family economic security and stability, reduce child maltreatment and intimate partner violence.

Some SBC complementary initiatives might include: 1. Require enrolment and active participation in positive parenting for inclusion in income generating activities for at risk families; 2. Stack commodity or cash distribution programs with capacity building for EVAC; 3. Conduct community-level discussions to illustrate opportunity lost to child labor and exploitation over education; 4. Promote the establishment and enforcement of laws which require exchange of funds for marriages involving children (dowries and bride price); 5. Establish mechanisms for income generation to replace income streams generated through means which perpetuate violence such as the sale of alcohol, drugs, gambling, and bars; 6. Promote economic gain for parents who keep children enrolled and active in formal education sectors.

Evidence	Resource
Investing in community-led initiatives results in more sustainable return on investments. "Top-down approaches tend to result in low community ownership and do not foster community voice. The risks increasing people's dependency on implementing organizations and, over the long term, reduces the sustainability of results."	Ellerman, D. (2006) Helping people help themselves. Ann Arbor: University of Michigan press.

"When cash transfers are provided for women in conjunction with another intervention such as parent training, they have also been shown to improve parental monitoring, reduce child maltreatment and increase social behaviour that is positive, helpful, and intended to promote social acceptance and friendship among adolescent boys."

Cancian M., Yang M., Slack KS. The effect of additional child support income on the risk of child maltreatment. Social Service Review. 2013;87(3):417-37.

"Three organizations – Innovations for Poverty Action, IRC, and the Yale School of Public Health – evaluated the impact of adding gender dialogue groups to a group savings programme in rural Côte d'Ivoire. The groups targeted women and their male partners to participate in eight sessions over a 16-week period. (…) Groups measured a significant reduction in reported economic abuse and acceptance of IPV, and women attending more than 75% of sessions reported less IPV."

Gupta J, Falb K, Annan J. 2012. The impact of gender dialogue and access to savings and loans on intimate partner violence in Côte d'Ivoire. New Haven: Innovations for Poverty Action.

https://www.poverty-action.org/study/reduction-gender-based-violence-against-women-cote-d%E2%80%99ivoire

Response and support services

Improve access to good-quality health, social welfare and criminal justice support services for all children who need them - including for reporting violence – to reduce the long-term impact of violence.

Some SBC complementary initiatives might include: 1. Train community members such as businessmen, faith leaders, schoolteachers and elders to identify and provide safe spaces for reporting and advocacy services for children who experience violence; 2. Seek to reduce stigma associated with victimization and reporting of offenses through mass media, community dialogues and working groups; 3. Foster supportive systems among peers through peer education, facilitation and clubs; 4. Build strong referral systems between schools and social work as well as law enforcement agencies; 5. Establish monitoring systems to track incidents of violence and provide a follow-up databank.

Evidence	Resource
Hawaii Healthy Start Program utilized home visits to high-risk mothers and found it to be effective in reducing intimate partner violence by 15% and child maltreatment by 40%	Bair-Merritt MH et al. Reducing maternal intimate partner violence after the birth of a child: a randomized controlled trial of the Hawaii Healthy Start Home Visitation Program. Archives of Pediatrics and Adolescent Medicine. 2010;164:1,16-23.

Studies show that the vast majority of children who experience violence do not tell anyone, let alone seek and receive help. This prevents victims from getting services and accessing justice, and leaves them vulnerable to ongoing harm. Three ways to help address these barriers are: 1. providing information, support, and environments where children feel safe disclosing violence to a trusted adult; 2. training providers to recognize potential signs of violence and providing protocols for clinical inquiry and first-line response; 3. establishing reporting mechanisms that allow cases of violence to be officially brought to the attention of relevant authorities.

The Inspire Handbook

Education and life skills

Increase children's access to more effective, gender-equitable education and social-emotional learning and life-skills training and ensure that schools environments are safe and enabling.

Some SBC complementary initiatives might include: 1. Establish parent / child groups to open discussions about life skills, value systems and principles of gender and violence; 2. Train educators to identify vulnerable children and engender safe spaces for reporting and support; 3. Engage and train community members to hold teachers and school administrators accountable for VAC; 4. Incorporate life skills packages into income generation activities.

Evidence	Resource
Life skills education resulted in a reduction in sexual assault rates by 38% and a 34% increase in likelihood of disclosure of sexual violence in one SBC program in Kenya.	Adolescent Girls' Empowerment Program. Zambia : Population Council ; 2014 http://www.popcouncil.org/reseravh/adolescent-girls-empowerment-program
Dating Matters is an evidence-based teen violence prevention model that includes strategies for individual, peers, families, schools, and neighborhoods which is designed to prevent violence before it begins. "Dating Matters reduced risk for violence perpetration, and victimization and other risk school compared to other evidence-based programs."	CDC. (2018). Dating Matters: Strategies to Promote Healthy Teen Relationships, Guide to Implementation. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention. behaviours from 3 to 11% on average during middle https://toolkits.knowledgesuccess.org/sites/default/files/dating_matters_guide-to-implementation.pdf