Kit 3.4: Programming

GBViE Prevention Programming

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GBViE Prevention Programming

Gender-Based Violence in Emergencies
Programme Resource Pack

Summary   UNICEF's approach to preventing gender-based violence in emergencies (GBViE) involves four distinct areas of programming:

1. *Building girls' and women's safety* through targeted initiatives that reduce GBV-related risks and vulnerabilities. This programming focuses on communities – girls and women in particular – during immediate and ongoing response and recovery. See **Kit 3.2: Programming – Building Girls' and Women's Safety and Resilience** for further information and guidance.

2. *Mitigating the risk of GBV across all humanitarian action* in line with the IASC GBV Guidelines.[1] This programming focuses on humanitarian actors. See **Kit 3.6: Programming – Integrating GBV Risk Mitigation Across UNICEF Sectors and Clusters** for further information and guidance.

3. *Building duty bearer accountability and action in accordance with relevant international norms and standards* through monitoring and capacity-building initiatives in conflict-affected situations. This programming focuses on State and non-State actors during ongoing response and recovery. See **Kit 3.3: Programming – Building Accountability** for further information and guidance.

4. *Tackling the underlying drivers of GBV* through empowerment, social norms change, and law and policy initiatives in chronic, protracted and recovery settings. This programming focuses on different levels of the social ecology during ongoing response and recovery phases of humanitarian action. **This kit** of the Resource Pack, **Kit 3.4: Programming – GBViE Prevention Programming** contains further information and guidance on primary prevention.

This part of the UNICEF GBViE Programme Resource Pack contains guidance and resources to help UNICEF country offices (COs) work with stakeholders to design, implement and monitor prevention interventions to address intimate partner violence (IPV), sexual violence and child marriage. Taking action to address the drivers of GBV is a vital element of GBV programming in emergency-affected settings, as well as a core part of UNICEF's mandate.

Kit 3.4: Programming – GBViE Prevention Programming also includes a *Prevention Tools Booklet* that contains a number of tools for implementing programming to prevent IPV, sexual violence against girls and women, and child marriage. These tools are introduced in *Sections 2–4* of this Kit.

1   See <https://gbvguidelines.org>.

Kit 3.4: Programming – GBViE Prevention Programming is for GBV and Child Protection (CP) specialists working in situations of ongoing response to slow-onset disasters, chronic crises and prolonged displacement, as well as response and recovery in fragile and transitional settings. It has four sections:

Section 1 *Introduction to GBViE Prevention Programming* overviews prevention, including good practices that must be factored into programming.

Section 2 *Preventing Intimate Partner Violence* (IPV) provides information, resources and tools to support UNICEF COs and implementing partners to plan, pilot and monitor interventions to prevent IPV in stabilized emergency-affected settings.

Section 3 *Preventing Sexual Violence Against Girls and Women* provides information, resources and tools to support UNICEF COs and implementing partners to plan, pilot and monitor interventions to prevent sexual violence against girls and women at the community level in stabilized emergency-affected settings.

Section 4 *Preventing Child Marriage* provides information, resources and tools to support UNICEF COs and implementing partners to plan, pilot and monitor interventions to prevent child marriage in stabilized emergency-affected settings.

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Kinshasa, Democratic Republic of the Congo

Introduction to GBViE Prevention Programming

Summary   This section of **Kit 3.4: Programming – GBViE Prevention Programming** provides an overview of prevention, including good practices that must be factored into programming.

Materials included in this section

📖 **Info Sheets**

Ecological Approach to GBV Prevention

Principles for Working with Men and Boys

Upper East region, Ghana

Introduction to prevention

Conflict and disasters exacerbate many forms of gender-based violence (GBV). Increased rates of intimate partner violence (IPV), sexual violence and child marriage are commonly reported in humanitarian settings around the world. Other forms of GBV, such as trafficking for sexual exploitation, may also increase in the aftermath of an emergency, especially in settings where they were prevalent prior to the crisis. In displaced situations, intensified psychosocial stressors, economic insecurity and changed social dynamics all compound existing inequalities and gendered power relations, often resulting in an increase in harmful coping strategies and behaviours. Unless action is taken to prevent GBV, emergency-affected girls and women may be exposed to even higher rates of abuse and violence within the family and community.

> *"Evidence from research and programmatic experience shows that violence against women and girls in low-income and middle-income countries can be prevented through interventions that target the key driver of violence in these settings – unequal gender-power relations – and the way these inequalities shape individual and collective attitudes, norms, and behaviours."* [1]

The effects of GBV on those who experience it can be acute and life-long. It can also have negative repercussions on the health, development and well-being of a survivor's children.

Preventing GBV involves tackling the underlying causes, including girls' and women's disadvantaged economic and social status, structural and societal conditions that sustain inequality between men and women, and social norms that enable GBV.[2] GBV prevention in humanitarian settings is an exciting emerging area of practice.[3] As an influential humanitarian and development partner and a custodian of children's and women's rights before, during and after emergencies, UNICEF plays a pivotal role in testing and scaling up a new generation of innovative GBV prevention programmes in emergency-affected settings.

GBV prevention in emergency-affected settings is vital for securing girls' and women's human rights to safety, dignity and protection from violence, abuse and exploitation. It also creates an essential link between humanitarian assistance and long-term development. Preventing GBV benefits the whole community: it promotes social cohesion, supports gender equality and contributes to protecting children by reducing their exposure to other forms of violence, including child abuse.[4]

While humanitarian crises can exacerbate pre-existing gender inequalities and can lead to increased risks, exclusion and discrimination, they can also provide opportunities for positive change, allowing for a shift in gender-related attitudes, norms and practices that perpetuate and condone violence against girls and women. Though devastating, emergencies provide opportunities for UNICEF to work with governments

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1   Michau, L., et al., 'Prevention of violence against women and girls: lessons from practice', *The Lancet*, Violence Against Women and Girls Series, Paper 4, 2014.

2   Jewkes, R., M. Flood and J. Lang, 'From work with men and boys to changes of social norms and reduction of inequities in gender relations: A conceptual shift in prevention of violence against women; and girls', *The Lancet,* Violence Against Women and Girls Series, Paper 3, 2014; and World Bank, *Voice and Agency: Empowering Women and Girls for Shared Prosperity,* World Bank, Washington D.C., 2014.

3   UNICEF's definition of humanitarian action goes beyond emergency response to include preparedness and early recovery, as well as action in chronic crises and fragile contexts. See United Nations Children's Fund, 'Integrated Social Protection Systems: Enhancing Equity for Children', UNICEF, New York, 2012.

4   See, for example, Kyegombe, N., et al., 'What is the potential for interventions designed to prevent violence against women to reduce children's exposure to violence? Findings from the SASA! Study, Kampala, Uganda', *Child Abuse and Neglect*, no. 50, December 2015, pp. 128–140.

and civil society to renew and strengthen the laws, policies, regulations, services and practices that protect children and women from violence and exploitation, while also addressing the negative social norms underlying some forms of violence.

Drawing on a rights-based approach and the growing evidence base for what works to prevent GBV, UNICEF supports men, women, and children and their communities during response to chronic crises, prolonged displacement and recovery to enhance gender equality, empower girls and women, and transform harmful attitudes and norms that sustain violence against girls and women. In State-building, fragile and transitional settings, UNICEF complements community-based prevention with efforts to support governments to strengthen the laws, policies and practices that protect girls and women from GBV.

Determining prevention priorities

Country offices (COs) and partners need to identify which types of GBV to prioritize for prevention in each setting so that intended changes can be clearly defined, appropriate interventions can be developed, and change can be measured. Different factors will influence GBV prevention priorities in each setting. These factors include, among others:

- Potential risks associated with programming;

- Prevalence of different forms of GBV; and

- How ready and motivated the community is to address them.

The following are two approaches for determining GBV prevention priorities during ongoing emergency response: [5]

1. **UNICEF, partners and other stake-holders** determine which type of GBV to target based on existing information on prevalence; impact of different types of GBV on girls and women; stage of community readiness; and regular programming priorities.

2. **A participatory process** is used to engage different groups in a community in discussion and dialogue to determine community priorities for addressing GBV.

A holistic approach to prevention

UNICEF adopts a holistic approach to GBV prevention, reflecting the need to address multiple drivers of violence at **individual, relationship, community and structural levels – also known as the ecological approach.**

UNICEF is committed to carefully designing, testing and scaling-up gender transformative interventions that target the underlying causes of GBV at different levels of the social ecology. This involves working with men, women, girls and boys; their communities; and governments to effect positive changes in the conditions that sustain gender inequality, discrimination and violence.

UNICEF is at the forefront of piloting innovative interventions to prevent sexual violence, child marriage and female genital mutilation/

Ecological Approach to GBV Prevention
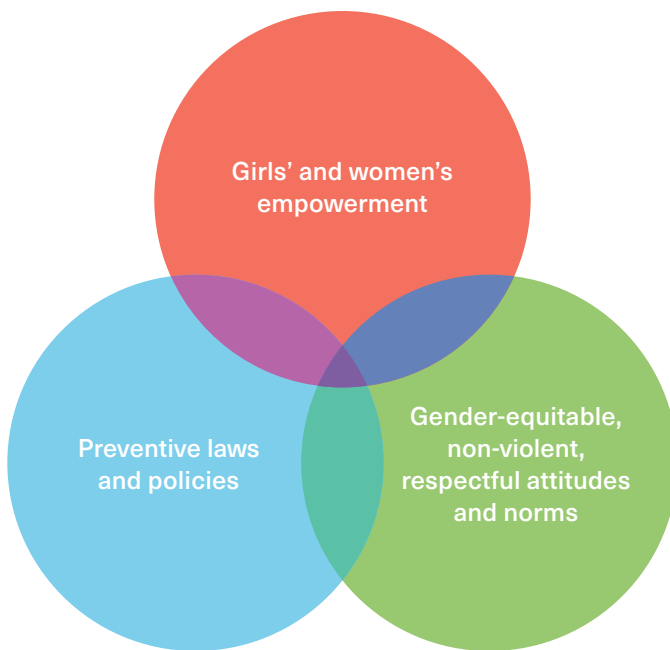
Oaxaca, Mexico

5   World Bank, *Participatory Communication: A Practical Guide*, World Bank, Washington D.C., 2009.

cutting (FGM/C) in chronic crises and fragile settings using the following strategies:

- Promoting girls' and women's *social and economic empowerment*;

- Fostering gender-equitable, non-violent and respectful *attitudes and social norms* within communities; and

- Strengthening government efforts and systems to implement *preventative laws and policies*.

and social empowerment activities have been successful in reducing GBV risk factors such as economic insecurity, male control of wealth and decision-making, isolation and lack of social support, and social norms that entrench gender inequality.

"Economic inequalities and discrimination against women in areas such as employment, income, access to other economic resources and lack of economic independence reduce women's capacity to act and take decisions, and increase their vulnerability to violence." [7]

In emergency-affected settings, carefully designed multi-component empowerment interventions that increase girls' and women's resources, opportunities and influence over decisions that affect their lives are proving effective in preventing IPV and sexual exploitation and abuse of adolescent girls – two widespread forms of GBV globally.

COs are encouraged to work with suitable partners and stakeholders to design, test and scale up 'economic plus social empowerment' interventions to prevent IPV and sexual exploitation and abuse of adolescent girls. Where appropriate to do so, COs should explore the potential for incorporating UNICEF-supported social protection programming into empowerment interventions to prevent GBV. [8]

Section 5: Economic Strengthening for Adolescent Girls in **Kit 3.2: Programming – Building Girls' and Women's Safety and Resilience** contains information and resources to support COs in piloting empowerment interventions to prevent sexual exploitation and violence against adolescent girls.

Girls' and women's empowerment

Empowering girls and women is one of the most effective ways of tackling gender inequality, which is the root cause of all GBV. [6] Interventions combining economic

6   Fulu, E., A. Kerr-Wilson and J. Lang, 'What works to prevent violence against women and girls? Evidence Review of interventions to prevent violence against women and girls', Department for International Development, London, 2014.
7   World Health Organization, *Global and Regional Estimates of IPV and SV*, WHO, Geneva, 2013; and United Nations, In-depth study on all forms of violence against women, Report of the Secretary-General, A/61/122/Add.1, 2006.
8   United Nations Children's Fund, *Integrated Social Protection Systems: Enhancing Equity for Children*, UNICEF, 2012, p. 87.

Gender-equitable, non-violent and respectful attitudes and norms

Attitudes and social norms that sustain unequal gender power relations, rigid gender roles, and acceptance and normalization of male violence are key drivers of GBV.[9] Harmful social norms about gender, sex and violence foster violent attitudes and behaviour toward girls and women, impunity toward perpetrators, and inaction against GBV. On the other hand, building attitudes and norms that foster gender equality, non-violence, respectful relationships and accountability of perpetrators have been shown to help prevent GBV.[10]

Carefully designed multi-pronged communication interventions that target attitudes and social norms underpinning GBV and catalyse community mobilization efforts are helping to reduce different forms of GBV, including in emergency-affected settings. Promising interventions build knowledge and awareness about GBV; create public and private reflection, discussion and dialogue about gender-inequitable, discriminatory and violent norms; and mobilize communities to take action against GBV.[11] UNICEF has a significant track record in strategic communication for development, as well as growing experience in catalysing social and behaviour change through social norm change communication.

COs are encouraged to work with suitable partners and stakeholders to design, test and scale up communication interventions to transform attitudes and norms and mobilize community action to prevent sexual violence, child marriage or FGM/C in emergency-affected settings.

Preventative laws and policies

Though devastating, emergencies provide opportunities for UNICEF to work with governments and civil society to renew and strengthen the laws, policies, regulations, services and practices that protect children and women from violence, exploitation and abuse. Strengthening national laws, regulations and institutional capacity – in compliance with the Convention on the Rights of the Child[12] (CRC), the Convention on the Elimination of All Forms of Discrimination Against Women[13] (CEDAW) and other relevant international standards – is a vital component of UNICEF's system-wide approach to preventing GBV against girls and women before, during and after emergencies.

In fragile, transitional and other settings where UNICEF is working with governments to strengthen State capacity to protect the rights of girls and women, COs are encouraged to engage a wide range of stakeholders to embed GBV prevention into national legislative and institutional frameworks.

Good practice in prevention programming

There is no 'one size fits all' programme model for GBV prevention in emergency-affected settings. It is an emerging area of practice and requires careful design, testing and monitoring of interventions to make sure interventions are based on a clear pathway for creating change and do not cause harm. There is a growing evidence base of factors that increase the likelihood

9   World Bank, *Voice and Agency.*
10 Flood, M. and B. Pease, 'The Factors Influencing Community Attitudes in Relation to Violence Against Women: A Critical Review of the Literature', VicHealth, Melbourne, 2006.
11 Fulu, Kerr-Wilson and Lang, 'What works to prevent violence against women and girls?'; and Marcus, R., 'Gender Justice and Social Norms: Processes of Change for Adolescent Girls', Overseas Development Institute, London, 2014.
12 See <www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>.
13 See <www.ohchr.org/Documents/ProfessionalInterest/cedaw.pdf>.

South Sudan

of interventions being successful,[14] and UNICEF's prevention programming is based on these factors. Special consideration of the following issues during programme design and implementation will help COs and partners to ensure safer, more effective GBV prevention programmes.

Making interventions context-specific

More effective programmes are tailored to a specific form of violence and to the particular risk factors that enable it. This involves careful analysis of the factors affecting GBV in a specific context, including settings, forms of violence and populations affected.

A variety of considerations will influence UNICEF's GBV prevention priorities, such as regular country programming child protection objectives; prevalence and impact of different forms of GBV on girls and women in the community; and community priorities and readiness to take action against various forms of GBV.

Ensuring access to survivor-centred services

Having good quality survivor-centred care, support and protection services in place is a prerequisite for prevention programming. It is unethical to raise awareness about GBV without being ready to help survivors that come forward. Services that are not survivor-centred can cause secondary victimization by re-traumatizing and causing further harm to survivors through judgemental, blaming or disbelieving attitudes and behaviours of service providers. Causing further harm to a person who has already had their rights and integrity violated is unethical. UNICEF has an ethical responsibility to monitor service quality and ensure service providers do not cause further harm.

Tools

See **Kit 3.1: Programming – Responding to GBV Survivors in Emergencies** for information on survivor-centred services.

14 Ellsberg, M., et al., 'Prevention of violence against women and girls: What does the evidence say?', *The Lancet*, Violence Against Women and Girls Series, Paper 1, 2014; and Michau, et. al., 'Prevention of violence against women and girls: Lessons from practice.'

Using a participatory approach

Participation by affected people is a central tenant of a rights-based approach to humanitarian action. UNICEF is committed to ensuring the participation of children, adolescents, women, and especially those who are often excluded – such as people with disabilities – in the assessment, design and monitoring of GBV prevention programmes.

Participation fosters community ownership of the problem and of locally appropriate solutions to GBV; harnesses community resources and expertise; and increases the potential for sustainable behaviour and social change. Participation is an essential element of social norm and community mobilization approaches.

Principles for Working with Men and Boys

Working with the whole community: women and girls, men and boys

GBV is a community problem that affects the entire community, and the conditions that sustain it are rooted in values, beliefs and practices of men and women of all ages. GBV prevention therefore requires engagement of the whole community, including men and boys, to enable sustainable behaviour and social change. In fact, working with men and boys is essential for transforming unequal power relations, and is a critical area of good practice in GBV prevention programming. Boys and men are allies, agents of change and co-beneficiaries of the creation of more equitable, just, peaceful and safe communities. This work must be done in line with good practice and **principles for working with men and boys** to build girls' and women's equality and rights so as not

North Darfur, Sudan

to reinforce unequal power relations.[15] GBV prevention also brings benefits to the whole community – not only can girls and women enjoy safety and dignity, but boys and men too are beneficiaries of less restrictive, violent and rigid gender roles and norms.

Minimizing risks and promoting safety

Empowering girls and women and challenging gender-inequitable relationships and norms can create tension, conflict and backlash, all of which can create risks for community members and programme staff – especially women and girls. Humanitarian organizations, including UNICEF, have a duty of care and an ethical responsibility to *do no harm*.

COs and partners must work closely with stakeholders during assessment, throughout implementation, and even beyond to minimize risks, safety problems or unintended negative consequences of interventions. Assessing and managing risk and unintended consequences that arise from GBV programmes is an ongoing responsibility for UNICEF, as situations change and problems may only become apparent during the life of the programme or even after it has finished.[16]

Working with the media

Like working with men and boys, working with the media is another critical area of good practice in GBV prevention programming. The media is a pillar of civil society and a powerful tool for shaping public opinion and norms. As well as working with traditional mass media platforms, it is increasingly important to harness the power of social media in the process of social change. This is an exciting emerging area for innovation in GBV prevention, including in emergency settings, and GBV and CP specialists are encouraged to work with CO communications colleagues to advance work in this area.

More information and resources on working with the media, as well as working with men and boys, can be found below and throughout the prevention sections of this Resource Pack.

Resources

General resources for engaging men and boys

▶ **Adolescent Boys and Young Men: Engaging them as supporters of gender equality and health and understanding their vulnerabilities**
Promundo and UNFPA (2016)
<www.unfpa.org/sites/default/files/pub-pdf/Adolescent_Boys_and_Young_Men-SINGLE_PAGES-web.pdf>

▶ **Working with Men and Boys to End Violence Against Women and Girls: Approaches, Challenges, and Lessons**
USAID (2015)
<www.usaid.gov/sites/default/files/documents/1865/Men_VAW_report_Feb2015_Final.pdf>

▶ **Engaging Men & Boys to End Violence Against Women: An annotated bibliography of online resources**
Learning Network, Centre for Research and Education on Violence Against Women and Children (2013)
<www.vawlearningnetwork.ca/sites/vawlearningnetwork.ca/files/Engaging_Men_Annotated_Bibliography.pdf>

▶ **Virtual Knowledge Centre to End Violence Against Women and Girls**

  ○ Men and Boys Module

  UN Women (2012)
  <www.endvawnow.org/en/modules/view/9-men-boys.html>

▶ **Institute for Development Studies Men, Boys and Gender Equality Resources**
<http://menandboys.ids.ac.uk/>

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15 Department for International Development, 'Practical Guide on Community Programming on Violence against Women and Girls', Violence Against Women and Girls How-to Note 2, DFID, London, 2012.
16 Women's Refugee Commission, *A Double-edged Sword: Livelihoods in Emergencies*, WRC, New York, 2014.

**General resources for working
with the media**

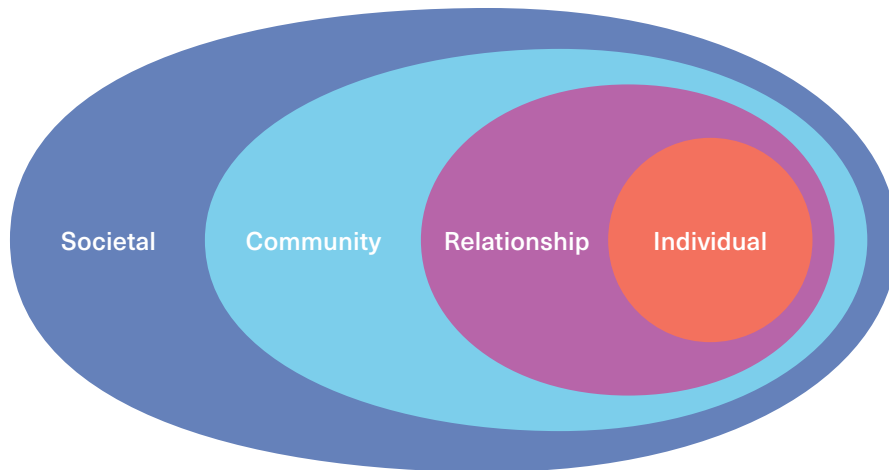▶ **Best Practices in Trauma Reporting**
*Dart Center for Journalism and
Trauma (2005)*
<https://dartcenter.org/sites/default/files/
da_best_practices_0_1.pdf>

▶ **Reporting on Sexual Violence Tip Sheet**
*Dart Center for Journalism and
Trauma (2011)*
<https://dartcenter.org/sites/default/files/
sexual%20violence%20tipsheet_final_
27.08.11.pdf>

▶ **Documenting Rape in War**
*Dart Center for Journalism and
Trauma (2011)*
<https://dartcenter.org/content/covering
-sexual-violence-in-conflict>

▶ **Resources for Intimate Partner
Violence: Tip Sheets**
*Dart Center for Journalism and
Trauma (2011)*
<https://dartcenter.org/resources?topic
[0]=72&type[0]=16>

▶ **Conducting Interviews with Survivors of
Sexual and Gender-Based Violence**
*WITNESS and Dart Center for Journalism
and Trauma (2013)*
<https://library.witness.org/product/guide
-to-interviewing-survivors-of-sexual-and
-gender-based-violence/>

▶ **Eleven Ways to Boost Your Work with
News Media: How you can help the
media report prevention of violence
against women**
Domestic Violence Victoria (2016)
<http://apo.org.au/node/63545>

▶ **Reporting on Gender-Based Violence
in the Syria Crisis: Good practices in
the media**
UNFPA (2016)
<www.unfpa.org/publications/reporting
-gender-based-violence-syria-crisis-good
-practices-media>

▶ **Reporting on Gender-Based Violence in
the Syria Crisis: A journalist's handbook**
UNFPA (2015)
<www.unfpa.org/resources/reporting
-gender-based-violence-syria-crisis
-journalists-handbook>

▶ **Nine Ethical Principles: Reporting
Ethically on Gender-Based Violence
in the Syria Crisis**
UNFPA (2015)
<www.unfpa.org/resources/nine-ethical
-principles-reporting-ethically-gender
-based-violence-syria-crisis#sthash.5x
KaqtUD.dpuf>

▶ **Edutainment: Using stories and media
for social action and behaviour change**
Soul City (2013)
<www.soulcity.org.za/research/published
-articles/edutainment-using-stories-and
-media-for-social-action-and-behaviour
-change/>

Info Sheets – Introduction to GBViE Prevention Programming

Ecological Approach to GBV Prevention

- GBV is a complex issue and has multiple causes and drivers, including individual and environmental factors.

- In the past, explanations for violence tended to focus on individual psychology; however, structural and social factors, such as social norms, are now recognized as significant drivers of violence.[1]

- The ecological model, shown below, highlights the systems that shape and influence individuals. It shows how individual development and well-being are linked to family and other interpersonal relationships, to the community and to wider society.[2]

Societal | Community | Relationship | Individual

- The ecological model highlights how *multiple* factors – as well as a *combination* of factors in the family, community and wider social environment – can influence violence perpetration and victimization. The model includes the following four interacting levels:

  ○ **Individual:** Biological and personal history factors that may increase or decrease the likelihood that an individual will become a victim or perpetrator of violence.

  ○ **Relationship:** Factors that increase or decrease risk as a result of relationships with peers, intimate partners and family members. These are a person's closest social circle and can shape their behaviour and range of experiences.

1   Berkowitz, A. D., 'Applications of social norms theory to other health and social justice issues' in W. Perkins, ed., *The social norms approach to preventing school and college age substance abuse: A handbook for educators, counselors, and clinicians*, San Francisco, CA, 2003, pp. 259–279; and Jossey-Bass, R. C. and G. Barker, 'Men, Masculinities, Sexual Exploitation and Sexual Violence', Promundo and Men Engage, 2008, p. 23.
2   Heise, L., 'Violence Against women: An integrated, ecological framework', in *Violence Against Women,* vol. 4, no. 3, 1998.

- **Community:** The characteristics of community contexts in which social relationships are embedded – such as schools, workplaces and neighbourhoods.

- **Societal:** The larger, macro-level factors that influence violence, such as gender (in)equality, religious or cultural belief systems, societal norms, and economic or social policies that create, sustain or minimize gaps and tensions between groups of people.

• Research has found there are factors at every level of the social ecology that increase or decrease the likelihood of perpetration and victimization of different types of violence. These influences are called *risk and protective factors*.

- **Risk factors** are characteristics of individuals, relationships, families, institutions, the wider community and society that are associated with violence or increase the risk of violence. They can include witnessing marital violence at a young age; conflict between spouses; lack of economic opportunities; and social norms that link masculinity to aggression and dominance. Risk factors for different types of violence vary; for example, psychopathology of individual perpetrators may be a risk factor in sexual abuse of young children, while economic factors such as poverty may increase the risk of commercial sexual exploitation. It is therefore important to analyse the context and dynamics of different forms of violence in different settings when considering how to best prevent them. It is believed that the more risk factors present, the greater the likelihood is of different types of violence occurring.[3]

- **Protective factors** are characteristics that decrease the likelihood of violence and increase a person's resilience against violence; for example, attaining an education, having access to economic resources, or the existence of community attitudes and norms that condone violence and promote gender equality. As with risk factors, it is important to analyse the context and specific dynamics in order to identify protective factors that can be supported and reinforced.[4]

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3   Jewkes, R., P. Sen and C. Garcia-Moreno, 'Chapter 6: Sexual Violence', in E. Krug, et al., eds. *World Report on Violence and Health,* World Health Organization, Geneva, 2002.
4   For more information, see <www.endvawnow.org/en/articles/310-operating-within-the-ecological-model-.html>.

Principles for Working with Men and Boys

- Men and boys can be the targets and allies of programmes to prevent violence against girls and women, but girls and women are the primary beneficiaries.

- The safety of girls and women and girls – beneficiaries, staff and activists – is the paramount consideration. Women's rights and empowerment must remain central.

- Programmes should explicitly seek to challenge discriminatory gender norms and unequal power relations between women and men.

- Programmes should be developed and implemented in partnership with WROs rather than by men's groups working autonomously. This ensures transparency and accountability to women and WROs.

- Steps should be taken to promote women's leadership in activities to engage men, such as the decision by the US organization A Call to Men to have a Board made entirely of women.

- Women-only spaces must be created and protected.

- Programmes must be continually evaluated to guard against becoming male-dominated, and checks and balances should be built into projects to ensure they remain women-centred (i.e. focused on the rights of women and girls).

- Programmes should go beyond small-scale educational interventions that target individual change in attitudes and behaviour, and mobilise men's support for wider societal changes – for example by enlisting men as allies in women's rights campaigns to challenge discriminatory laws and policies. This is important because men are typically the people who make decisions and they need to be making them in women's interests.

- Programme evaluations must seek out the perspectives not only of male participants but also of the women in these men's lives to validate self-reported changes. All necessary steps must be taken to ensure the confidentiality and safety of those consulted.

Kiryandongo, Uganda

Preventing Intimate Partner Violence

Key Messages

- **Preventing GBV involves tackling the underlying causes,** including girls' and women's disadvantaged economic and social status; structural and societal conditions that sustain inequality between men and women; and social norms that enable GBV.

- **GBV prevention in humanitarian settings is an exciting emerging area of practice.** As an influential humanitarian and development partner and a custodian of children's and women's rights before, during and after emergencies, **UNICEF is playing a pivotal role in testing and scaling up a new generation of innovative GBV prevention programmes** in emergency-affected settings.

- UNICEF is committed to safely testing **economic and social empowerment interventions to help prevent intimate partner violence.**

- **Empowering girls and women** is a central tenant of UNICEF's rights-based approach in emergencies.

- **Interventions to prevent intimate partner violence are only implemented after careful assessment of the potential risks** that economic and social empowerment interventions can create for girls, women and others in the community.

Summary

This section of **Kit 3.4: Programming – GBViE Prevention Programming** contains information, resources and tools to support UNICEF country offices (COs) and implementing partners to plan, implement and monitor interventions to prevent intimate partner violence (IPV) in stabilized emergency-affected settings.

When to use this section

Type of emergency	Phase of response	Population location
• Cyclical disaster	• Ongoing response in protracted context	• Urban/peri-urban
• Armed conflict	• Recovery	• Rural
• Complex emergency	• Post-conflict development	• Community/formal settlement
• Protracted emergency		• Camp and other displaced settings
• Public health emergency		

Materials included in this section

📖 Info Sheets

Data on Global Intimate Partner Violence Prevalence

Effects of Intimate Partner Violence

Children and Intimate Partner Violence

Social and Economic Empowerment

Poverty and GBV

Social Protection

Ecological Approach to GBV Prevention

Social, Human, Financial and Physical Assets

Principles for Working with Men and Boys

Levels of Participation

📋 Tools

Tools referenced in this section can be found in the *Prevention Tools Booklet* of this Kit.

Preventing IPV Tool 1: Guide for Developing a Change Pathway

Preventing IPV Tool 2: Sample Results Framework

Preventing IPV Tool 3: Risk Management Checklist and Planning Template

Introduction

One in three adolescent girls aged 15 to 19 worldwide have been the victims of emotional, physical or sexual violence committed by their husbands or partners.[1] **Data on global prevalence** shows that intimate partner violence (IPV) is a widespread and pervasive form of violence affecting children and women in every region of the world. While IPV is often considered a private family matter, it is actually a significant public health and human rights issue affecting children and women before, during and after emergencies. Experience and evidence show that in many settings, IPV increases in the aftermath of an emergency.[2]

The **effects of IPV** can be serious and long-lasting, impacting the survivor's physical, mental and reproductive health as well as her capacity to care for herself and her children. IPV also negatively impacts females' participation in economic and social activities.[3] In addition to harming the direct victims, IPV also has negative outcomes for **children** exposed to it, including detrimental effects on children's physical and psychological health and development, many of which last into adulthood.[4] IPV places children at risk of exposure to forms of violence outside the home as well: children who witness or suffer violence in the home may run away and live on the streets or in other unsafe settings, where their vulnerability to exploitation, violence and trafficking is heightened.

Emerging evidence is pointing to the importance of **social and economic empowerment** of girls and women as a key strategy for addressing the underlying drivers of IPV and contributing to its prevention. Carefully designed initiatives that address risks associated with empowerment and that combine an appropriate economic strengthening component with social empowerment and gender transformative activities have been shown to reduce IPV in some emergency-affected contexts.[5][6]

Giving girls and women greater economic opportunities and influence over decisions that affect their lives, while at the same time transforming gender-inequitable attitudes and norms, can help to reduce risk factors for IPV such as **poverty** and economic insecurity; male control over wealth and decision-making within the family; isolation and lack of social support; and community attitudes and norms that legitimize male violence.[7]

Income-generating activities to improve survivors' psychosocial well-being and community reintegration have commonly featured in GBV programmes in emergency-affected settings.

Data on Global Intimate Partner Violence Prevalence

Poverty and GBV

Effects of Intimate Partner Violence

Children and Intimate Partner Violence

Social and Economic Empowerment

Bangui, Central African Republic

1   World Health Organization, *Global and regional estimates of violence against women: prevalence and health effects of intimate partner violence and non-partner sexual violence*, WHO, Geneva, 2013; and United Nations Children's Fund, *Behind Closed Doors: The impact of domestic violence on children*, UNICEF, New York, 2006.
2   Sety, M., 'Domestic violence and natural disasters', Australian Domestic and Family Violence Clearinghouse, Sydney, 2012.
3   World Health Organization's global and regional estimates of violence against women.
4   United Nations Children's Fund, 'Six strategies to End Violence Against Children', UNICEF, New York, 2014.
5   Heise, L., 'What works to prevent partner violence: an evidence overview', STRIVE, London, 2011.
6   United Kingdom Department for International Development, 'A Theory of Change for Tackling Violence against Women and Girls', DFID, London, 2012.
7   United Nations, In-depth study on all forms of violence against women, Report of the Secretary-General, A/61/122/Add.1, 2006.

However, interventions that *link economic programming to gender transformation* within the household are increasingly proving to be a promising prevention strategy.[8]

In addition to helping to prevent IPV, GBV programmes that empower girls and women have the following benefits:

- **Helping to break the intergenerational cycle of violence** and protect girls and their future children from exposure to IPV;[9]

- **Increasing investments in family welfare, including children's health and education,** as women typically place a high premium on the well-being of children and are more likely to use their influence and the resources they control to promote the needs of children;[10]

- **Protecting children from exposure to other forms of violence and abuse** – child abuse often occurs concurrently with IPV, and a mother's empowerment has been associated with a decline in child marriage and child labour;[11] and

- **Helping to unlock women's potential to contribute to economic recovery** in conflict-affected settings.[12]

★
See the IASC
GBV Guidelines

"Agency is the capacity to make decisions about one's own life and act on them to achieve a desired outcome, free of violence, retribution, or fear. Agency is sometimes defined as 'empowerment.'"[13]

Programming to prevent IPV in emergency-affected settings is an emerging area of practice and one that requires *careful design, testing and monitoring*. Even in stable settings, economic empowerment can decrease rates of violence for some women while placing others at increased risk, at least in the short term.[14] Empowerment of girls and women can be challenging due to high rates of poverty as well as limitations on their agency and access to productive resources. Following an emergency, economies are even more fragile, resources more scarce, and men's traditional status as protector and provider often undermined. As described in the **IASC GBV Guidelines**,[15] without careful planning, economic and social empowerment programmes aimed at reducing IPV can create extra burdens for girls and women and even put them at risk

8   For example, the IMAGES programme in South Africa combined a microfinance intervention with a gender-transformative intervention for women with a reported 55 per cent reduction in IPV experienced. A Village Savings and Loans Association (VSLA) intervention in the Ivory Coast included 'gender dialogue groups' for women and their spouses, and it was reported that women who attended more than 75 per cent of sessions with their male partner experienced a 55 per cent reduction in physical IPV. For more information, see Jewkes, R., M. Flood and J. Lang, 'From work with men and boys to changes of social norms and reduction of inequities in gender relations: A conceptual shift in prevention of violence against women and girls', *The Lancet*, Violence Against Women and Girls Series, Paper 3, 2014; and Ellsberg, M., et al., 'Prevention of violence against women and girls: What does the evidence say?', *The Lancet*, Violence Against Women and Girls Series, Paper 1, 2014.
9   World Bank, *Voice and Agency: Empowering Women and Girls for Shared Prosperity*, World Bank, Washington D.C., 2014; and Heilman, B., L. Hebert and N. Paul-Gera, 'The Making of Sexual Violence: How Does a Boy Grow Up to Commit Rape? Evidence from Five IMAGES Countries', International Center for Research on Women and Promundo, Washington D.C., 2014. The IMAGES study found that men who witnessed violence against their mothers were also consistently and significantly more likely to have reported perpetrating sexual violence.
10 Kabeer, N., 'Gender equality and economic growth: A view from below', *UN Women Expert Group Meeting Envisioning women's rights in the post-2015 context*, 2014; and United Nations Children's Fund, 'Promoting Gender-Equality through UNICEF-supported Programming in Child Protection Operational Guide', UNICEF, New York, 2011.
11 In Northern Uganda, CARE International's Women Empowerment for Peace (WEP) Project saw the incidence of child marriages decline as women insisted their daughters went to school and the community at large came to see the value of education.
12 Organization for Economic Development, *States of Fragility 2015: Meeting Post-2015 Ambitions*, OECD Publishing, Paris, 2015.
13 Klugman, J., et al., Voice *and Agency: Empowering Women and Girls for Shared Prosperity*, World Bank, Washington D.C., 2014, p. 1.
14 Heise, 'What works to prevent partner violence'; and Vyas, S. and C. Watts, 'How does economic empowerment affect women's risk of intimate partner violence in low and middle income countries? A systematic review of published evidence', *Journal of International* Development, vol. 21, no. 5, 2009, pp. 577–560.
15 See the Livelihoods Thematic Area Guide of the Inter-Agency Standing Committee, *Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing risk, promoting resilience and aiding recovery, IASC*, 2015, available at <www.gbvguidelines.org>.

of further violence by challenging gender norms and compounding men's sense of disempowerment.[16]

However, such settings also provide an opportunity for positive change. As an important humanitarian and development partner, UNICEF can play a critical role in carefully testing and scaling up innovative **'economic plus social empowerment'** interventions to prevent IPV, including by leveraging **social protection** programming. Such work is critical for protecting girls and women from GBViE and ensuring all children have a safe and secure home, free of violence and abuse with parents who protect them.
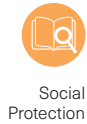
Social Protection

Resources

IPV and economic empowerment evidence and programming

▶ **What Works to Prevent Partner Violence? An Evidence Overview**
STRIVE (2011)
<http://strive.lshtm.ac.uk/system/files/attachments/What%20works%20to%20prevent%20partner%20violence.pdf>

▶ **Violence Against Women as 'Relational' Vulnerability: Engendering the sustainable human development agenda**
UNDP (2014)
<http://hdr.undp.org/sites/default/files/kabeer_hdr14.pdf>

▶ **Effect of a structural intervention for the prevention of intimate-partner violence and HIV in rural South Africa: A cluster randomised trial**
Pronyk, P., et al, The Lancet (2006)
<www.ncbi.nlm.nih.gov/pubmed/17141704>

▶ **Social Interventions for HIV/AIDS Intervention with Micro-finance for AIDS and Gender Equity: IMAGE Study Evaluation Monograph No. 1**
RADAR (2002)
<http://catalogue.safaids.net/sites/default/files/publications/Intervention_monograph_no_pics.pdf>

▶ **Getting Down to Business: Women's economic and social empowerment in Burundi**
International Rescue Committee
<www.seepnetwork.org/getting-down-to-business--women-s-social-and-economic-empowerment-in-burundi-resources-674.php>

▶ **Gender Norms and Economic Empowerment Intervention to Reduce Intimate Partner Violence Against Women in Rural Côte D'ivoire: A randomized controlled pilot study**
World Bank (2013)
<https://openknowledge.worldbank.org/bitstream/handle/10986/20747/926590WP0Box380StudyNo20CotedIvoire.pdf?sequence=1&isAllowed=y>

▶ **How Does Economic Empowerment Affect Women's Risk of Intimate Partner Violence in Low and Middle Income Countries? A systematic review of published evidence**
Vyas, S. and C. Watts, Journal of International Development (2009)
<www.researchgate.net/publication/46508625_How_does_economic_empowerment_affect_women's_risk_of_intimate_partner_violence_in_low_and_middle_income_countries_A_systematic_review_of_published_evidence>

▶ **Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing risk, promoting resilience and aiding recovery**

  ○ Livelihoods Thematic Area Guide
IASC (2015)
<www.gbvguidelines.org>

▶ **Peril or Protection: The Link Between Livelihoods and Gender-based Violence in Displacement Settings**
Women's Refugee Commission (2009)
<www.womensrefugeecommission.org/images/stories/GBV_livelihoods_FINAL.pdf>

16 Kabeer, 'Gender equality and economic growth.'

▸ **What Works to Prevent Violence against Women and Girls: Evidence reviews**

  ○ Paper 4: Approaches to scale-up and assessing cost-effectiveness of programmes to prevent violence against women and girls

  What Works to Prevent Violence (2015) <www.whatworks.co.za/documents/publica tions/38-2-global-evidence-reviews-paper-4 -approaches-to-scale-up-and-assessing-cost -effectiveness-of-programmes-to-prevent -violence-against-women-and-girls/file>

GBV, gender and social protection resources

▸ **Social Protection Strategic Framework** *UNICEF (2012)* <www.unicef.org/socialprotection/frame work/files/UNICEF_SPSFramework_ whole_doc(1).pdf>

▸ **The Cash Learning Partnership (CALP)** <http://www.cashlearning.org>

▸ **Conditional Cash Transfers: A 'Pathway to Women's Empowerment'?** *Molyneux, M. (2009)* <https://www.gov.uk/dfid-research -outputs/pathways-working-paper-5 -conditional-cash-transfers-a-pathway-to -women-s-empowerment>

▸ **Violence Against Women and Girls Resource Guide: Social Protection Brief** *World Bank (2014)* <http://documents.worldbank.org/curated/ en/509041468321553133/pdf/929700W P0Box380Soc0Protection0Brief.pdf>

▸ **Social Protection Floors and Gender Equality: A brief overview** *International Labour Organization (2013)* <www.ilo.org/wcmsp5/groups/public/ ---ed_protect/---soc_sec/documents/ publication/wcms_218850.pdf>

Lake Region, Chad

UNICEF's approach

UNICEF aims, through its country programmes, to promote the equal rights of women and girls and to support their full participation in the political, social and economic development of their communities.[17]

Tacloban City, Leyte, Philippines

Ecological Approach to GBV Prevention

UNICEF adopts a holistic approach to GBV prevention, reflecting an **ecological approach** and the need to simultaneously address multiple drivers of violence at **individual, relationship, community and societal levels**.

To prevent IPV in emergency contexts, UNICEF is committed to safely testing economic and social empowerment interventions targeting girls and women, their partners and the wider community. Empowering girls and women is a central tenant of UNICEF's rights-based approach in emergencies. An **'economic plus social empowerment' approach** aims to increase girls' and women's **social, human, financial and physical assets**, while at the same time creating a supportive environment in which they can safely exercise their agency. Such interventions are only implemented after careful assessment of the potential risks that economic and social empowerment interventions can create for girls, women and others in the community.

Social, Human, Financial and Physical Assets

Objectives

The objectives of UNICEF's IPV prevention interventions in emergency-affected settings are:

- To test and scale up multi-component interventions that address economic and social drivers of IPV; and

- To engage men as gatekeepers to, allies in and beneficiaries of girls' and women's empowerment and the creation of more equitable gender relations.

A phased approach

Preparing for programming

Build knowledge and capacity for implementing IPV prevention interventions

Programming during ongoing response/early recovery

Deliver complementary economic and social empowerment services to build agency and create an enabling environment

17 UNICEF Mission Statement: <www.unicef.org/about/who/index_mission.html>.

A holistic and phased approach to IPV prevention involves taking certain actions in *preparation for programming* and *during ongoing response/early recovery* efforts.

Preparing for IPV prevention programming

UNICEF country offices (COs) can undertake the following preparedness actions with partners to support design and testing of innovative 'economic plus social empowerment' interventions, which can be used to prevent IPV during ongoing response to slow-onset or complex emergencies:

- **Train UNICEF and partner staff on IPV,** and build understanding about how IPV is linked to UNICEF's work on children's rights, health and development.

- **Ensure basic GBV response services are in place,** including health, psychosocial and safety response, and provide capacity development to service providers to ensure services are of good quality and accessible.

- **Learn about IPV dynamics** in the community, including the underpinning social norms.

- **Gather and review evidence and lessons** from relevant 'economic plus social empowerment' and gender transformative interventions to prevent IPV.

- **Identify partners with capacity** to co-design, implement, manage and monitor economic and social empowerment interventions.

- **Identify opportunities for leveraging UNICEF-supported social protection** benefits for preventing IPV in disaster-prone, complex or protracted contexts.

Programming during ongoing response and early recovery

During ongoing emergency response and early recovery, UNICEF's IPV prevention efforts centre on testing and scaling up effective 'economic plus social empowerment' interventions. This involves making the following linked services available and evaluating their impact:

- **Financial services appropriate to the context,** including cash, credit or savings schemes to build girls' and women's economic assets and reduce economic insecurity;[18]

- **Non-formal education and training** to build girls' and women's basic and financial literacy and to develop business and entrepreneur skills;

- **Social and peer support activities in safe spaces** to build girls' and women's confidence, self-esteem, friendship and other personal and social assets;

- **Gender transformative education** for men, women, boys and girls to create more respectful and equal relationships within the household;

- **Community discussion and dialogue** to promote gender-equitable and non-violent social norms and to mobilize community action against IPV; and

- **Support to law reform and policy initiatives** to protect adolescent girls, women and their children from IPV.

Determinants of IPV prevention

Guidance in this section of the GBViE Programme Resource Pack draws on UNICEF's **determinant framework:** a systems-based model for identifying conditions in the regulatory environment, as well as conditions in supply and demand for programmes and services, that must be fulfilled for GBV to be prevented.

Applying the determinants framework to GBV prevention in emergencies enables COs to systematically analyse capacities, gaps and bottlenecks in social norms, the regulatory environment, and formal and informal systems for prevention, including

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18 World Bank, 'Violence Against Women and Girls Social Protection Brief', World Bank, Washington D.C., 2014.

Maluku, Democratic Republic of the Congo

at the community level. COs should consider the following key determinants of effective programmes:

- **An enabling environment for preventing IPV** – supportive legal and policy environments, adequate technical and management capacity, adequate funding for implementation, monitoring and evaluation of programmes, and gender-equitable, non-violent social norms;

- **Supply of quality services** – the availability of context-specific economic and social empowerment services to safely build girls' and women's assets and agency and transform harmful attitudes and social norms that foster gender inequality and IPV;

- **Demand for services** – community access to, demand for and uptake of empowerment services, as well as community engagement in IPV prevention activities; and

- **Quality of services** – the quality of economic and empowerment services in line with quality standards.

The following table provides more detail and examples for each of these determinants as applied to IPV programming. COs can use this as a guide in undertaking a **determinant analysis** as part of programme design.

Key determinants of IPV prevention in emergency-affected contexts

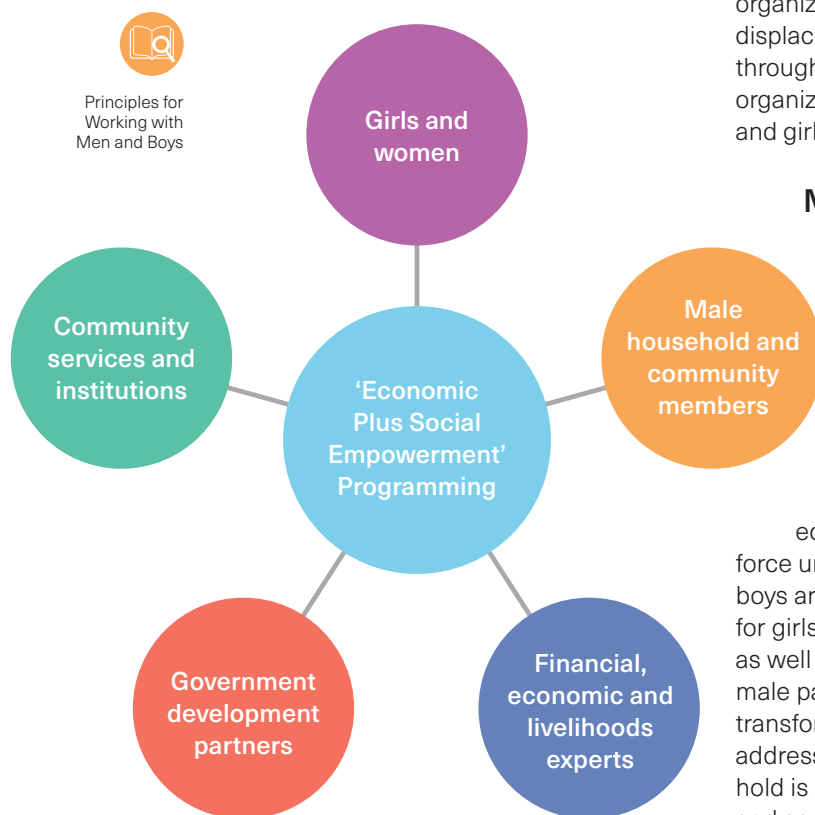| Determinant	Outcome
Enabling environment	
Social norms	Interventions foster gender-equitable, non-violent social norms.
Legislation/policy	Government has adequate commitment and capacity for strengthening legal frameworks and policy interventions to prevent IPV.
Budget/expenditure	Interventions and impact evaluations are adequately funded.
Management/ coordination	Partners have adequate technical and functional capacity to design, manage and monitor economic and social empowerment programmes.
Supply	
Availability of appropriate economic and social empowerment services	A locally specific, multi-component prevention strategy to foster girls'/ women's empowerment and more equitable, respectful, non-violent norms and behaviours is designed and delivered in partnership with community stakeholders.
Demand	
Access	Girls and women can participate in empowerment activities and find them useful and relevant.
	Community members can participate in education and community mobilization activites.
Social and cultural practices and beliefs	Communities are receptive to new ideas and to adopting gender-equitable norms and behaviours that foster respect, safety and dignity for girls/women and their children.
Quality	
Quality of interventions	Interventions are delivered in line with good practice principles for GBV programming and are based on a survivor-centred approach.

Stakeholders in IPV prevention programming

CO GBV, child protection (CP) and partner staff need to work closely with multiple stakeholders to collect information for, plan and manage 'economic plus social empowerment' interventions to prevent IPV. Key stakeholders include: girls and women; male household and community members; financial, economic and livelihoods experts; government economic and social development partners; and community services and institutions.

Girls and women

Girls and women are the primary stakeholders in humanitarian and development programmes affecting them. COs should identify different groups of girls and women in the community to help guide the safe collection of information, to identify programme strategies and to inform programme design. Girls and women are also best placed as key informants to identify potential risks that may arise from participation in empowerment interventions. Building girls' and women's leadership capacities and enabling them to meaningfully participate in all aspects of intervention design and delivery is part of UNICEF's rights-based approach, as well as an empowerment strategy in itself. Girls and women usually organize in some way, and particularly in displacement settings, it is important to work through and strengthen community-based organizations and mechanisms that women and girls have already developed.[19]

Male household and community members

Working with men and boys is essential for transforming unequal power relations. It must be done in line with good practice and **principles for working with men and boys** to build girls' and women's equality and rights so as not to reinforce unequal power relations. Men and boys are significant gatekeepers to access for girls and women at the household level, as well as to their empowerment. Engaging male partners and family members in transformational education and dialogue to address gender norms within the household is a critical component of economic and social empowerment interventions for girls and women.

Principles for Working with Men and Boys

Girls and women

Male household and community members

Community services and institutions

'Economic Plus Social Empowerment' Programming

Government development partners

Financial, economic and livelihoods experts

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19 Women's Refugee Commission, *A Double-edged Sword: Livelihoods in Emergencies – Guidance and Tools for Improved Programming*, WRC, New York, 2014.

Men and boys are also critical allies and partners in promoting more gender-equitable norms within the broader community. Engaging men and boys in the community in dialogue, and implementing other 'communication for change' strategies, is key to fostering positive norms that promote gender equality and healthy, respectful, non-violent relationships. It is important to keep in mind the ways in which men and boys benefit from the development of less rigid or traditional gender roles and less violent expressions of masculinity. Helping men and boys to develop positive and non-violent beliefs, norms and behaviours can protect *everyone* from violence.

Financial, economic and livelihoods experts

To be effective, economic empowerment interventions require appropriate technical knowledge and expertise. GBV and CP specialists contribute important expert knowledge on the social dynamics and contexts of IPV perpetration and prevention; however, specialized technical input is required to guide the economic aspects of empowerment programming. Depending on the context, this might include expertise in microfinance services, business development, social protection or livelihoods programming. These actors – along with GBV and CP specialists – should consult the Livelihoods Thematic Area Guide of the

★ **IASC GBV Guidelines**[20] for guidance and
See the IASC best practice on integrating measures to
GBV Guidelines prevent and mitigate GBV into economic empowerment activities.

Government economic and social development partners

Engaging with government economic and social development partners, where relevant, will help to ensure economic empowerment interventions are linked to national development policies and programmes. This will be particularly important in settings

where it is appropriate to leverage existing UNICEF-supported social protection programming as part of an 'economic plus social empowerment' intervention for IPV prevention. Building linkages between emergency and development programming from the outset will increase the potential for effective IPV prevention interventions developed in humanitarian settings to be scaled up over time. Key government stakeholders might include ministries of women, children, social welfare, and economic and rural development.

Community services and institutions

It is critical that good-quality health, psychosocial and safety services are available for survivors of IPV and other forms of GBV as a prerequisite for prevention programming. This is in line with ethical and safe principles and practice in GBV programming. As well as supporting children and women already affected by violence, community services and institutions such as schools, faith-based institutions, health, social service, law enforcement and judicial services also play a powerful role in influencing social norms and preventing violence. Religious institutions, for example, can be vital allies in shifting norms around violence against girls and women and can play a key role in defending girls' and women's rights.

Developing a commitment to preventing GBV within these institutions – and supporting them in instituting policies and actions that establish zero tolerance toward IPV and other forms of GBV – helps to create an enabling environment for change. The recovery phase after a disaster or during post-conflict reconstruction, during which community services and institutions are being rebuilt, offers a strategic opportunity for introducing positive changes within institutional policies and practices.

20 See <www.gbvguidelines.org>.

Steps in IPV prevention programming

There is no single model for an IPV prevention programme. There are, however, promising approaches based on experience from different settings. The following are key considerations, information and resources drawn from different settings to help COs assess, design and test multi-component IPV prevention interventions in emergency-affected settings, according to three key steps:

Step 1: Assessment and design
      1.1 – Comprehensive situation assessment
      1.2 – Results-based programme design

Step 2: Implementation
      2.1 – Creating positive social norms
      2.2 – Enshrining protection rights and responsibilities in legislation
           and policy
      2.3 – Codifying and harmonizing customary law
      2.4 – Supporting economic strengthening
      2.5 – Implementing empowerment and transformative education
      2.6 – Supporting community mobilization and action
      2.7 – Addressing barriers to participation

Step 3: Monitoring
      3.1 – Adopting a participatory approach to monitoring
      3.2 – Selecting indicators to monitor IPV prevention programmes

Step 1: Assessment and design

1.1 Comprehensive situation assessment

Interventions to prevent IPV need to be carefully tailored to the context so they are safe and effective. An assessment aims to collect and analyse *relevant detailed information about multiple aspects of IPV in the context* to inform programme design, monitoring and evaluation. Given UNICEF's role and mandate in supporting the State and building national systems and capacity, comprehensive assessments for prevention programming emphasize the collection and analysis of information related to national and community systems, paying attention to the legal and regulatory environment and systems for addressing and preventing IPV.

Assessing the context for IPV prevention involves collecting and analysing information about:

- **The legal and policy environment** related to IPV in the country/context to identify areas for system-strengthening through reform or implementation support (in many settings, this will include customary legal norms and practices as well as formal legal norms);

- **Capacity and gaps in availability, accessibility and quality** of GBV response services to identify areas for capacity-building;

- **Community capacities, coping strategies and responses** to IPV;

- **Community attitudes, beliefs and norms** in relation to IPV to help adapt communication and education activities to the local context and to measure changes brought about by the intervention;

- **Household decision-making** patterns in the target population to help measure changes in gender relations at the household level brought about by an intervention; and

- **The economic context** to identify viable activities for the economic component of the intervention.

Tools

See **Kit 2: Assessment** for more information and tools for conducting comprehensive GBV assessments.

Resources

▶ **Researching Violence Against Women: A Practical Guide for Researchers and Activists**
PATH and World Health Organization (2005)
<whqlibdoc.who.int/publications/2005/ 9241546476_eng.pdf>

▶ **Using Participatory Methods for Researching Violence Against Women: An Experience from Melanesia and East Timor**
Australian Agency for International Development (2008)
<www.aes.asn.au/images/stories/files/ conferences/2009/Papers/Ellsberg,% 20Mary.pdf>

▶ **Gender-based Violence Tools Manual**
Reproductive Health Response in Conflict Consortium (2004)
<http://reliefweb.int/report/world/gender -based-violence-tools-manual-assessment -program-design-monitoring-evaluation>

▶ **Communities Care: Transforming Lives and Preventing Violence Toolkit**
UNICEF (2014)

▶ **WHO Multi-Country Study on Women's Health and Domestic Violence Against Women**
World Health Organization (2005)
<www.who.int/reproductivehealth/ publications/violence/24159358X/en/>

▶ **Putting Women First: Ethical and safety recommendations for research on domestic violence against women**
World Health Organization (2001)
<www.who.int/gender-equity-rights/ knowledge/who_fch_gwh_01.1/en/>

▶ **Compendium of Gender Scales for Assessing Gender-Related Attitudes and Beliefs**
  ◦ Women's Empowerment Scale
  ◦ Gender Beliefs Scale
  ◦ Gender Equitable Men (GEM) Scale
  ◦ Gender Norm Attitudes Scale
  ◦ Gender Relations Scale
  ◦ Household Decision-Making Scale

  <www.c-changeprogram.org/content/ gender-scales-compendium/index.html>

▶ **Preventing Gender-Based Violence, Building Livelihoods: Guidance and Tools for Improved Programming**
Women's Refugee Commission (2012)
<www.womensrefugeecommission.org/ resources/document/798-preventing -gender-based-violence-building -livelihoods-guidance-and-tools-for -improved-programming>

▶ **A Double-Edged Sword: Livelihoods in emergencies**
Women's Refugee Commission (2014)
<www.womensrefugeecommission.org/ resources/document/1046-a-double -edged-sword-livelihoods-in-emergencies>

▶ **CLARA: Cohort Livelihoods and Risk Analysis**
Women's Refugee Commission (2016)
<www.womensrefugeecommission.org/ issues/livelihoods/research-and -resources/1231-clara-tool>

GBV prevention in emergencies is an emerging field of practice. Every intervention provides a valuable opportunity to learn what works and what doesn't work in preventing GBV in different settings, as well as providing an opportunity for sharing this vital emerging knowledge and evidence base to support prevention efforts in other contexts.

1.2 Results-based programme design

Three priority actions COs and partners should take during programme design to promote safe and effective interventions include:

a) **Apply a results-based approach to programme design;**

b) **Plan for evaluation from the beginning; and**

c) **Consider and mitigate risks and unintended consequences.**

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a) **Apply a results-based approach to programme design**

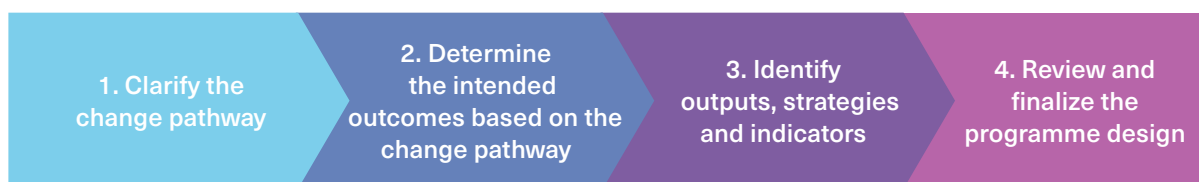COs should apply a structured approach to programme design so that:

✔ Interventions are based on a logical pathway for creating change;

✔ Interventions are results-oriented, and intended changes are clearly identified; and

✔ Changes are measurable.

M'Bera, Mauritania

Working closely with stakeholders throughout each of the following four steps of the programme design process will help to ensure results-based IPV prevention programming.

| 1. Clarify the change pathway | 2. Determine the intended outcomes based on the change pathway | 3. Identify outputs, strategies and indicators | 4. Review and finalize the programme design |

1. **Clarify the change pathway that will lead to a reduction in IPV.** IPV prevention is a relatively new field of practice, particularly in emergency-affected settings. While there is emerging evidence that carefully designed economic and social empowerment interventions can be effective in preventing IPV when implemented using a gender transformative approach, the exact catalyst for change is not well understood. For example, in some interventions, a reduction in IPV is believed to have occurred due to a shift in the balance of power between men and women within the household, while in other settings, it is believed to be due to a reduction of household economic stress as a trigger for violence.[21]

21 Ellsberg, M., et al., 'Prevention of violence against women and girls: What does the evidence say?' *The Lancet,* Violence Against Women and Girls Series, Paper 1, 2014.

COs and partners therefore need to work with stakeholders to **carefully map the drivers of IPV in each context and identify the pathway** by which different programme strategies seek to create positive change. Strategies to consider when mapping the drivers and the potential change pathway include:

- **Promoting social norms** that support respectful, equitable and non-violent relationships between men and women;

- **Promoting legislation, policies and programmes** that criminalize IPV and protect women and children from IPV;

- **Services that build girls' and women's economic and social capacities** and that educate girls/women and their partners about gender and power dynamics; and

- **Initiatives that create demand and uptake of services and community support** for IPV prevention.

Tools

Preventing IPV Tool 1: Guide for Developing a Change Pathway

Kiryandongo, Uganda

2. **Determine the intended outcomes** from the intervention based on the change pathway.

3. **Identify outputs, strategies and activities** for achieving the outcomes, as well as **indicators** for measuring progress during implementation.

4. **Review and finalize the programme design**, ensuring its alignment with best practices, ethics and safety. Don't forget to consider how the programme will be monitored and evaluated as part of programme design (see the following).

Tools

Preventing IPV Tool 2: Sample Results Framework

b) Plan for evaluation from the beginning

GBV prevention in emergencies is an emerging field of practice. Every intervention provides a valuable opportunity to learn what works and what doesn't work in preventing GBV in different settings, as well as providing an opportunity for sharing this vital emerging knowledge and evidence base to support prevention efforts in other contexts. Measuring effectiveness of prevention interventions through good evaluation built in from the outset of a programme is therefore essential. While it may not always be viable to prove the impact of an intervention on the incidence rate of GBV, every effort must be made to measure shifts in attitudes, norms and behaviours wherever possible.

Evaluations require planning, adequate funding and collection of baseline data against which change can be measured. When and how to evaluate a GBV prevention intervention must be planned during the programme design phase to ascertain the degree to which it has created positive change – including, where viable, change

in rates of perpetration or victimization and/or change in violence-supportive norms and behaviours.

Planning for an impact evaluation begins during programme design. CP and GBV specialists need to have a good understanding of the purpose and process of outcome and impact evaluations, as well as knowledge and skills for planning and managing external evaluations.

Tools

See **Kit 4: Evaluation** for more information on planning and managing GBV outcome and impact evaluations in emergencies.

c) Consider and mitigate risks and unintended consequences

In addition to ethical and safety considerations that apply to all GBV prevention and response programmes, economic empowerment interventions can create additional risks to programme participants. In line with the **IASC GBV Guidelines**,[22] COs and partners must work closely with community stakeholders during assessment, throughout implementation and even after the programme has formally finished to monitor and minimize safety problems or unintended negative consequences of interventions. Assessing and managing risks and unintended consequences that arise from GBV programmes is an ongoing responsibility for COs, as situations change and problems

★ See the IASC GBV Guidelines

may only become apparent during the life of the programme or even after it has finished.[23]

The following are examples of risks and unintended harmful consequences that can emerge from economic empowerment interventions.

An increase in IPV.[24] Despite the intention of decreasing IPV, violence in the home may actually increase because of changes in household power relations, the threat to men's status and self-worth, or men's resistance to their wives' increased autonomy or freedom of movement.[25] In emergency settings, men's sense of disempowerment may be particularly acute, so great care needs to be taken during the design phase to address the potential for increased violence or backlash. Including transformative education for men with economic empowerment interventions is critical for providing a supportive environment for girls' and women's empowerment and to reduce the risk of IPV caused by the intervention.[26]

An increase in female labour burden. In many settings, girls and women already have multiple domestic, care and economic responsibilities, with limited time to rest.[27] CO and partner staff will need to consult with stakeholders to fully understand girls' and women's existing workload and use of time to design activities in a manner that does not add to the burden of programme participants.[28]

Risk of crime or exploitation. Programmes that involve handling cash, such as cash transfer or savings initiatives, can increase

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22 See <www.gbvguidelines.org>.
23 Women's Refugee Commission, *A Double-edged Sword.*
24 See Vyas and Watts, 'How does economic empowerment affect women's risk of intimate partner violence' for more information on how women's access to paid employment protected them against violence in some contexts, while increasing the risk of violence in others. See Vyas and Watts, ibid., and Heise, 'What works to prevent partner violence' for evidence regarding mixed outcomes on property ownership and access to microfinance.
25 Kabeer, N., C. Piza and L. Taylor, 'What are the economic impacts of conditional cash transfer programmes? A systematic review of the evidence', EPPI-Centre, Social Science Research Unit, Institute of Education, University of London, London, 2012.
26 World Bank, 'Gender-Based Violence Prevention: Lessons from World Bank Impact Evaluations', World Bank, Washington D.C., 2014.
27 Molyneux, M., 'Conditional Cash Transfers: A 'Pathway to Women's Empowerment'?', Pathways to Women's Empowerment Working Paper 5, Institute of Development Studies, Brighton, 2008.
28 Molyneux, 'Conditional Cash Transfers'.

the risk of robbery or bribes. Where possible, COs and partners should consult with programme participants to see whether they prefer in-kind or food transfers over the use of cash to reduce their risk of being targeted for violence or exploitation. Where cash is preferred, it will be important to identify secure methods of trasferring cash to girls and women.[29]

Tools

Preventing IPV Tool 3: Risk Management Checklist and Planning Template

Resources

▸ **UNICEF Programme Policy and Procedures Manual**
  ○ Chapter 3: Programme Preparation
  ○ Chapter 4: Programme Implementation and Management

  <https://unicef.sharepoint.com/teams/ OED/PPPManual/SiteAssets/Welcome% 20to%20the%20Programme,%20Policy %20and%20Procedure%20Manual.aspx? wa=wsignin1.0>

▸ **UNICEF Technical Notes: Special Considerations for Programming in Unstable Situations**
  <www.mona.uwi.edu/cardin/virtual_ library/docs/1255/1255.pdf>

Bhimeshwar, Nepal

29 World Bank, 'Violence Against Women and Girls Social Protection Brief', World Bank, Washington D.C., 2014.

Step 2: Implementation

The specific strategies to prevent IPV in each setting will be selected based on the locally developed change pathway and the operational context. For example, in some countries, law reform will be an important component of UNICEF prevention programming, while in other settings it may not, such as settings where there is already a strong legal framework in place or where other actors are supporting law reform efforts.

The following information is therefore not intended to be prescriptive, but to provide information on different components of comprehensive intervention.

Different components of comprehensive IPV prevention interventions can include:

2.1 Creating positive social norms;

2.2 Enshrining protection rights and responsibilities in legislation and policy;

2.3 Codifying and harmonizing customary law;

2.4 Supporting economic strengthening through cash transfer, microfinance and other interventions;

2.5 Implementing social and individual empowerment and peer support activities for girls and women, as well as transformative education for girls, women, boys and men;

2.6 Supporting community mobilization and action, including working with local authorities, traditional leaders, faith-based institutions, health and social services, and formal and informal justice systems; and/or

2.7 Addressing barriers to participation.

2.1 Creating positive social norms

Social norms are a key driver of IPV: violence is perpetuated and normalized in part by social rules and expectations about gender relations, gender roles, power dynamics and the use of violence. IPV prevention interventions need to catalyse change in harmful beliefs where they exist, such as the belief that husbands have a duty or a right to exercise control over their wives or use violence against girls and women. In place of these harmful and inequitable norms, interventions must support collective beliefs and norms that foster respectful and non-violent relationships between women and men.

Economic empowerment activities that do not address gender norms may be ineffective and even dangerous, as they can increase violence against girls and women and their children in the household.

It is recommended that COs include a social norms communication component in IPV prevention interventions. This component can foster community dialogue about gender roles, relationships and the acceptability of

Lesuata, East Timor

violence within the household/community to address harmful norms that sustain IPV. Communication strategies that use multiple channels of communication achieve a higher proportion of positive outcomes. Strategies need to extend beyond individuals and households to include service providers, traditional and religious leaders, and decision-makers at different levels to engender community-wide change.[30]

UNICEF is continually developing and piloting community-based approaches to communication for social norms change, and COs that adopt social norms approaches in emergencies are encouraged to draw on existing materials and lessons learned as they develop interventions. See the following case study on the Communities Care programme.

Case Study

Communities Care: Transforming lives and preventing violence through social norm change

In response to the urgent need to increase access to quality care and support services for GBV survivors, as well as the imperative to develop and test effective strategies to actually prevent GBV in conflict-affected communities, UNICEF developed the *Communities Care: Transforming Lives and Preventing Violence* programme. Communities Care, piloted first in Somalia and South Sudan, was premised on the idea that while armed conflict causes terrible suffering for those affected, the disruption it wreaks could also present an opportunity for positive change in social norms that can contribute to gender equality and decrease discrimination and GBV.

The goal of Communities Care was to create healthier, safer and more peaceful communities. It did this by working *with*

communities to improve access to care and support for survivors of GBV and to transform harmful social norms that upheld GBV into norms that promoted dignity, equality and non-violence.

The Communities Care programme used two interrelated programme strategies. The first was to improve timely, coordinated and compassionate care and support for survivors by strengthening community-based response. The second was to reduce tolerance for GBV within the community and catalyse community-led action to prevent it by engaging community members in collective reflection on and exploration of values, aspirations and norms related to violence and discrimination. Community members were encouraged to take concrete action to promote greater gender-equitable relationships in their families and communities. Communicating a commitment to gender-equitable beliefs and behaviours to others, and building an environment that supports non-violent, healthy behaviour through the adoption of laws and policies, were also vital aspects of the Communities Care change process.

An analysis of data from both Somalia and South Sudan indicated significant improvement in communities implementing the programme. In Somalia, community members reported seeing fewer husbands using violence against their wives and more community members who disagreed that a husband had a right to use violence against his wife. In South Sudan, UNICEF monitoring data showed the Communities Care programme had promoted community actions against violence. UNICEF and partner staff in South Sudan reported significant and promising changes. After the implementation of the programme, community members asserted

30 Marcus, R and E. Page, 'Changing discriminatory norms affecting adolescent girls through communication activities: A review of evidence', Overseas Development Institute, London, 2014.

that even though marriage takes place in the context of bride-price, they no longer believed husbands had the right to use violence against their spouse. Many reported seeing men in the community contributing to the workload around the house, such as collecting water and caring for children – a custom in South Sudan that was rarely heard of or considered appropriate in the community.[31]

Resources

▶ **Behaviour Change Communication in Emergencies: A Toolkit**
UNICEF (2006)
<www.unicef.org/cbsc/files/BCC_
Emergencies_full.pdf>

▶ **Communication for Humanitarian Action Toolkit (CHAT): Working Version**
UNICEF (2015)
<www.unicefinemergencies.com/down
loads/eresource/docs/Communication
%20for%20Development/6-C4D-CHAT_
Proof-2.pdf>

▶ **Communities Care: Transforming Lives and Preventing Violence Toolkit**
UNICEF (2014)

▶ **Shifting Social Norms to Tackle Violence Against Women and Girls**
Department for International Development (2016)
<www.gov.uk/government/uploads/system/
uploads/attachment_data/file/507845/
Shifting-Social-Norms-tackle-Violence
-against-Women-Girls3.pdf>

▶ **Social Norms Professional Development Pack**
GSDRC and University of Birmingham (2016)
<www.gsdrc.org/professional-dev/social
-norms/>

2.2 Enshrining protection rights and responsibilities in legislation and policy

Reforming criminal, civil and customary law so they recognize that girls' and women's right to bodily integrity and right to live free from IPV is an important aspect of violence prevention.[32] Supporting law reform may not be appropriate in all settings – for example, in situations where there is adequate legislation in place or where law reform is already underway. However, in fragile and other settings where UNICEF and other actors are supporting State-building and law/justice sector reform, COs can contribute to inter-agency advocacy and other action to help enshrine women's and children's rights to protection from IPV in criminal, civil or customary legal codes.

In stabilized situations, a CO can support the development of legislation that criminalizes all forms of GBV, including IPV, in line with regional and international law and human rights standards. Law reform efforts should address all laws with a bearing on GBV, including those pertaining to marriage and families, property rights, and custody and protection of children. A country's criminal and civil laws and procedures should:

- Recognize all forms of GBV, including IPV, and provide clear definitions;

- Contain guidelines for appropriate means of holding perpetrators accountable and protecting and compensating survivors;

- Clarify the jurisdictions, roles and relationships between formal and informal justice systems; and

- Ensure evidentiary rules do not discriminate against girls and women.

See the following case study summary on UNICEF Jordan's work to strengthen the legal and policy framework for GBV.

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31 Read-Hamilton, S. and M. Marsh, 'The Communities Care programme: changing social norms to end violence against women and girls in conflict-affected communities', *Gender & Development*, Volume 24, 2016.
32 Heise, 'What works to prevent partner violence'.

Amman, Jordan

Strengthening the legal and policy framework for GBV prevention in Jordan

In Jordan, UNICEF's GBV advocacy was aimed at the development of a legal and policy framework that was survivor-centred and conformed to international standards and good practice. One of the country programme outcomes was: *improved legal and policy framework prevents and responds to violence, exploitation and neglect.* Within this area of work, as of 2016, UNICEF and partners had:

- Supported the revision of the National Framework for Domestic Violence to bring it into alignment with international standards, in particular regarding compliance with a survivor-centred approach;

- Supported revision of the Domestic Violence draft law; and

- Supported amendments to Article 308 of the Penal Code, which involves major changes, including no pardon for rape perpetrators if they marry the victim.

Moving forward, the CO made plans to provide technical support to ensure practical implementation of existing and revised laws and policies in partnership with government and key national civil society organizations.

For the full version of this case study, see the *Case Studies Booklet* in **Kit 1: Getting Started.**

UNICEF COs can also help to prevent IPV through assisting in the development and implementation of national policies, pro-gramming and frameworks, such as national action plans to prevent violence against children and women. UNICEF COs should always seek opportunities to strengthen formal child protection frameworks and systems response to reflect the needs and rights of children living in situations of IPV.

Resources

▶ **Handbook on Legislative Reform: Realizing Child Rights**
UNICEF (2008)
<www.unicef.org/crc/files/Handbook_on_Legislative_Reform.pdf>

▶ **Justice in Matters Involving Child Victims and Witnesses of Crime: Model Law and Related Commentary**
UNDOC and UNICEF (2009)
<www.unicef.org/albania/Justice_in_matters.pdf>

▶ **Legislative Reform on Selected Issues of Anti-Gender Discrimination and Anti-Domestic Violence: The impact on children**
UNICEF (2009)
<www.unicef.org/policyanalysis/files/Legislative_Reform_on_Selected_Issues_of_Anti-Gender_Discrimination_and_Anti-Domestic_Violence_-_the_Impact_on_Children.pdf>

▶ **Handbook for Legislation on Violence Against Women**
UN Department of Economic and Social Affairs (2010)
<www.un.org/womenwatch/daw/vaw/handbook/Handbook%20for%20legislation%20on%20violence%20against%20women.pdf>

▶ **Handbook for National Action Plans on Violence Against Women**
UN Women (2012)
<www.un.org/womenwatch/daw/vaw/handbook-for-nap-on-vaw.pdf>

▶ **Do Our Laws Promote Gender Equality? A Handbook for CEDAW-based Legal Reviews**
UN Women (2012)
<http://cedaw-seasia.org/docs/FINAL_CEDAW_Handbook.pdf>

- ▶ **Engaging Men in Public Policies for the Prevention of Violence Against Women and Girls**
  UN Women, UNFPA, EME/CulturaSalud and Promundo (2016)
  <http://endvawnow.org/uploads/tools/pdf/1470922012.pdf>

- ▶ **Virtual Knowledge Centre to End Violence Against Women and Girls**

  - ○ Legislation Module
  UN Women (2012)
  <www.endvawnow.org/en/modules/view/8-legislation.html>

2.3 Codifying and harmonizing customary law

In many settings, cases of IPV are dealt with through customary law and other community-based justice and alternative dispute resolution mechanisms. This is often due to their greater accessibility to survivors and community preferences for resolving problems.[33]

Informal justice systems are often the only mechanism available to girls and women in communities. While they are important and culturally significant social institutions, there are well-reported concerns that arise from informal justice systems, including:[34]

- They do not always give those participating the chance to be heard or adequately represented;

- They sometimes make decisions that are inconsistent with basic principles of human rights – for example, by imposing cruel and inhumane forms of punishment such as flogging or banishment – or that perpetuate the subordination of women or the exploitation of children;

- They sometimes hold individuals accountable to broader social interests by restricting freedoms, such as forcing a girl who has been raped to marry the perpetrator;

- They can reflect and reinforce the unequal power relations in the wider community in which women and children have fewer rights and agency;

- They are not always suitable for some types of disputes, such as serious crimes or those involving authorities; and

- There is not always sufficient accountability and interface between informal and formal justice systems (e.g., lack of transparent procedures or documentation of the outcome reached).

COs can advocate and provide funding and technical support for the codification of customary laws to ensure they are aligned with State laws and international norms, eliminate discriminatory practices, reduce subjective outcomes, and reduce penalties that punish or further harm survivors of GBV. COs can also support efforts to engage customary and religious leaders in human rights and GBV sensitization and advocate on behalf of survivors.

Resources

- ▶ **Informal Justice Systems: Charting a course for human rights-based engagement**
  UN Women, UNICEF and UNDP (2013)
  <www.unwomen.org/en/digital-library/publications/2013/1/informal-justice-systems-charting-a-course-for-human-rights-based-engagement>

- ▶ **Virtual Knowledge Centre to End Violence Against Women and Girls**

  - ○ Justice Module
  UN Women (2012)
  <www.endvawnow.org/en/modules/view/7-justice.html>

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33 United Nations Entity for Gender Equality and the Empowerment of Women, *Progress of the World's Women: In Pursuit of Justice*, UN Women, New York, 2011.
34 United Nations Entity for Gender Equality and the Empowerment of Women, United Nations Children's Fund, and United Nations Development Program, *Informal Justice Systems: Charting a course for human rights-based* engagement, UN Women, New York, 2013.

2.4 Supporting economic strengthening

Historically, GBV programmes have provided small-scale skills training and other livelihoods inputs for the primarily purpose of helping survivors recover, reintegrate and help themselves. Increasingly, however, a more sophisticated and evidence-based approach to economic strengthening is being applied.

When delivering IPV prevention programmes, COs can draw on a growing body of experience to deliver age- and gender-specific economic services. Common economic activities that might be included in IPV prevention programming include:

a) **Cash transfer and related social protection measures;**

b) **Microfinance and related financial services; and**

c) **Livelihoods skills development and support.**

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a) Cash transfer and related social protection activities

Cash transfers can significantly impact women's empowerment by increasing their status, self-esteem and well-being and giving them greater bargaining power and autonomy.[35] Cash transfers have contributed to preventing IPV in some settings by reducing conflicts in the household in times of economic shock.[36]

Cash or vouchers for work are another social protection mechanism that have been used to reduce GBV and should be considered in settings where there is a limited local economy.[37] (See Info Sheet on **Social Protection** for more information.)

Social Protection

COs should assess the viability of expanding, scaling-up or modifying existing social protection cash transfer programmes to address the economic dimension of IPV in chronic crises, in fragile settings or following rapid-onset emergencies. UNICEF CP and GBV specialists should work closely with staff overseeing UNICEF-supported social protection programming to explore ways of leveraging social protection benefits to prevent IPV. This could include increasing benefit size and/or expanding social protection measures to more districts/beneficiaries.

The type of transfer most likely to result in positive outcomes for women has been found to vary widely across region, country and even season. Where relevant, COs should explore the possibility of alternatives to cash. In some settings, women prefer in-kind or food transfers rather than cash.[38]

Resources

▶ **Conditionality in Cash transfers in Emergencies: UNICEF's Approach**
UNICEF (2016)
<www.unicefinemergencies.com/down loads/eresource/docs/Cash%20in%20 Emergencies/Conditionality%20in%20 Cash%20Transfers%20-%20UNICEF's %20Approach-2.pdf>

▶ **Integrating Cash Transfers into Gender-based Violence Programs in Jordan: Benefits, risks and challenges**
International Rescue Committee (2015)
<www.cashlearning.org/downloads/ erc-irc-action-research-web.pdf>

▶ **Guide for Protection in Cash-Based Interventions**
  ◦ Practitioner Guide
  ◦ Tips for Mainstreaming
  ◦ Risk and Benefits Analysis Tool
UNHCR (2015)
<www.womensrefugeecommission.org/ issues/livelihoods/research-and-resources/ 1280-protection-in-cash-based-interventions>

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35 For example, in Kenya, UNICEF's orphans and vulnerable children cash transfer programme was found to have a significant impact on women's empowerment among 86 per cent of families benefiting from the programme.
36 World Bank, 'Violence Against Women and Girls Social Protection Brief'.
37 World Bank, ibid.
38 World Bank, ibid.

▶ Empowered and Safe: Economic strengthening for adolescent girls in emergencies
Women's Refugee Commission (2014)
<www.womensrefugeecommission.org/images/zdocs/Econ-Strength-for-Girls-Empowered-and-Safe.pdf>

▶ Integrated Social Protection Systems: Enhancing Equity for Children
UNICEF (2012)
<www.unicef.org/socialprotection/framework/files/UNICEF_SPSFramework_whole_doc.pdf>

▶ Violence Against Women and Girls Resource Guide: Social Protection Brief
World Bank (2014)
<www.vawgresourceguide.org/sites/default/files/briefs/vawg_resource_guide_social_protection_brief_-_nov_26.pdf>

▶ Cash Transfers in Emergencies: A Practical Field Guide
HelpAge International (2010)
<www.humanitarianresponse.info/ru/topics/cash-transfer-programming/document/cash-transfers-emergencies-practical-field-guide>

▶ Toolkit: Gender Equality Promotion in Cash Transfer Programs (in Portugese only)
Promundo
<http://promundoglobal.org/wp-content/uploads/2016/07/caderno_capas_vdigital-1.pdf>

▶ The Cash Learning Partnership website

▶ SEEP Children, Youth and Economic Strengthening Resources website
<www.seepnetwork.org/children--youth-and-economic-strengthening-pages-20202.php>

Programme examples

▶ Walking the Talk: Cash Transfers and Gender Dynamics
Concern Worldwide and Oxfam Great Britain (2011)
<http://policy-practice.oxfam.org.uk/publications/walking-the-talk-cash-transfers-and-gender-dynamics-131869>

▶ "Choice, Dignity and Empowerment?" Cash and Food Transfers in Swaziland: An Evaluation of Save the Children's Emergency Drought Response, 2007/08
Institute of Development Studies (2008)
<www.alnap.org/resource/11636>

▶ Gender Impact Analysis: Unconditional Cash Transfers in South Central Somalia
The Somalia Cash Consortium (2012)
<www.alnap.org/resource/7988>

▶ Impact Evaluation of Cash, Food Vouchers, and Food Transfers among Colombian Refugees and Poor Ecuadorians in Carchi and Sucumbíos
International Food Policy Research Institute and WFP (2012)
<http://documents.wfp.org/stellent/groups/public/documents/resources/wfp257675.pdf>

▶ Examining Protection and Gender in Cash and Voucher Transfers
WFP and the Office of the UNHCR Assistance (2013)
<http://reliefweb.int/report/world/examining-protection-and-gender-cash-and-voucher-transfers-case-studies-world-food>

▶ Unconditional Cash Transfers in Gaza: An external review
Cash Learning Partnership (2012)
<http://reliefweb.int/report/occupied-palestinian-territory/unconditional-cash-transfers-gaza-external-review>

Capacity Development

▶ UNICEF Humanitarian Cash Transfer Programming and Social Protection Linkages
<www.unicefinemergencies.com/downloads/eresource/Cash_in_Emergencies.html>

▶ UNHCR Guide for Protection in Cash-Based Interventions Training Module
<www.womensrefugeecommission.org/issues/livelihoods/research-and-resources/1280-protection-in-cash-based-interventions>

Trento, Italy

b) Microfinance and related financial services

Microfinance has been shown to help reduce IPV in a variety of settings, including those affected by conflict.[39] There is no 'one size fits all' approach to microfinance; rather, there are multiple models that can be used in relief and development settings, ranging from small, self-selected group savings and credit schemes to large structured groups. Which model is most appropriate will depend on local and contextual factors, such as whether there is a functioning banking system for storing savings.[40]

Microfinance interventions must include education and training for participants so they can acquire relevant skills, including those required for basic financial management. For microfinance programmes that support girls and women to establish small businesses, microfinance interventions should be complemented by business development and management training.

Resources

▸ **Violence Against Women and Girls Resource Guide: Finance and Enterprise Development Brief**
World Bank (2015)
<www.vawgresourceguide.org/sites/default/files/briefs/vawg_resource_guide_finance_and_enterprise_development_brief_april_2015.pdf>

▸ **Economic and Social Empowerment Framework Implementation Guide**
International Rescue Committee (2012)
<http://gbvresponders.org/empowerment/eae-tools-resources/>

▸ **Economic and Social Empowerment VSLA Facilitator Guides**
International Rescue Committee (2012)
<http://gbvresponders.org/empowerment/eae-tools-resources/>

▸ **Building Livelihoods: A Field Manual for Practitioners in Humanitarian Settings – 'Microfinance Interventions'**
Women's Refugee Commission (2012)
<www.womensrefugeecommission.org/resources/document/281-building-livelihoods-a-field-manual-for-practitioners-in-humanitarian-settings>

▸ **Financial Education Curriculum**
Population Council (2013)
<www.popcouncil.org/uploads/pdfs/2013PGY_FinancialEducation_AGEP.pdf>

▸ **Financial Education for Adolescent Girls**
Women's Wold Banking (2011)
<www.womensworldbanking.org/PDFs/23_FinanEducationforAdolescentGirls.pdf>

▸ **Minimum Economic Recovery Standards**
The Small Enterprise Education and Promotion Network (2010)
<www.seepnetwork.org/filebin/Minimum_Econ_Recovery_Standards2_web.pdf>

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39 International Rescue Committee, *Getting Down to Business*, IRC, New York, n.d.
40 Women's Refugee Commission, *Building Livelihoods: A Field Manual for Practitioners in Humanitarian Setting*, WRC, New York, 2012.

c) Livelihoods skills development and support

In addition to cash programming and microfinance interventions, other common livelihoods strategies in emergencies that UNICEF COs can consider including as part of IPV prevention programmes are:

- Asset restoration (such as livestock, tools, equipment, etc.);

- Agrarian interventions;

- Vocational and business training and placement programmes;

- Market interventions; and

- Enterprise development.

Livelihoods programming components must be carefully designed with input from those with appropriate expertise to ensure they are effective and tailored to the economic context. However, as with other economic programming such as cash transfer and microfinance, livelihoods interventions may inadvertently reinforce GBV-related risks. For example, when not carefully designed, livelihoods interventions can:[41]

- Reinforce traditional gender roles of women;

- Increase the burden on girls' and women's workloads;

- Increase tension and conflict at the household level;

- Introduce women to new activities or places that heighten their risk of experiencing violence; and

- Make girls and women targets of attack due to their possession of assets.

While livelihoods experts must assist with the development of appropriate strategies and activities for economic empowerment, UNICEF and partner GBV and CP specialists must also be closely involved with programme design to identify and implement strategies for mitigating risks arising from this type of programming.

Resources

▸ **Empowered and Safe: Economic strengthening for adolescent girls in emergencies**
Women's Refugee Commission (2014)
<www.womensrefugeecommission.org/images/zdocs/Econ-Strength-for-Girls-Empowered-and-Safe.pdf>

▸ **Preventing Gender-Based Violence, Building Livelihoods: Guidance and Tools for Improved Programming**
Women's Refugee Commission (2012)
<www.womensrefugeecommission.org/resources/document/798-preventing-gender-based-violence-building-livelihoods-guidance-and-tools-for-improved-programming>

▸ **A Double-Edged Sword: Livelihoods in emergencies**
Women's Refugee Commission (2014)
<www.womensrefugeecommission.org/resources/document/1046-a-double-edged-sword-livelihoods-in-emergencies>

▸ **CLARA: Cohort Livelihoods and Risk Analysis**
Women's Refugee Commission (2016)
<www.womensrefugeecommission.org/issues/livelihoods/research-and-resources/1231-clara-tool>

▸ **Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing risk, promoting resilience and aiding recovery**

  ○ Livelihoods Thematic Area Guide

IASC (2015)
<www.gbvguidelines.org>

Capacity Development

▸ **Preventing Gender-based Violence, Building Livelihoods E-Learning**
Women's Refugee Commission
<http://womensrefugeecommission.org/elearning>

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41 Women's Refugee Commission, *A Double-edged Sword*.

2.5 Implementing social and individual empowerment activities and transformative education

Effective interventions to foster girls' and women's agency, empowerment and influence over decision-making focus not only on economic activities; they also build girls' and women's confidence, self-esteem, knowledge and skills. COs should therefore include activities to strengthen girls' and women's social assets and increase their knowledge, critical thinking, problem solving and communication skills. Interventions also need to also engage men and boys in the empowerment process as allies and agents of change.

Three complementary strategies for promoting social and individual empowerment for girls and women include:

a) **Social and peer support activities for girls and women;**

b) **Transformative education for girls and women; and**

c) **Transformative education for boys and men.**

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a) Social and peer support activities for girls and women

In some situations, girls and women may have limited opportunities to establish social networks or participate in community life. During adolescence, girls' mobility may become restricted, and once they are married, they may have even fewer avenues for developing supportive networks outside the family.

Despite the limitations, girls and women become skilled at creating resilient support networks for and among themselves. Interventions to build social support for girls and women should therefore build upon existing supportive networks in the community, collaborating closely with and following the lead of girls and women. When these networks and spaces do not already exist, interventions should include provision for safe spaces where programme participants can meet collectively and engage in informal and formal support activities – such as peer support and mentorship – to help develop self-esteem, self-confidence and mutual support.

Tools

See **Kit 3.2: Programming – Building Girls' and Women's Safety and Resilience**, *Section 4: Safe Space Programming*.

Resources

▸ **Elements of Effective Practice for Mentoring**
MENTOR (n.d.)
<www.mentoring.org/downloads/mentoring_1222.pdf>

▸ **Girls' Success: Mentoring Guide for Life Skills**
AED Centre for Gender Equality (2009)
<www.ungei.org/resources/files/Life Skills.pdf>

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b) Transformative education for girls and women

Girls and women need the opportunity to obtain accurate and helpful information and to develop critical thinking, communication and problem-solving skills. While UNICEF often integrates 'transformative education' through life skills education for girls into formal and informal CP, education or HIV programming before and during emergencies, married girls and women and other marginalized groups are often not able to benefit from these programmes.

In addition to providing helpful information, well-designed transformative education curriculums foster consciousness and dialogue about rights, responsibilities,

and gender and other power relations.[42] They also build girls' and women's legal and political literacy.

COs should tailor and deliver a group education curriculum to IPV prevention programme participants covering the following topics:

- Legal and human rights, including the right to live free from violence;
- Bodies and health;
- Child health and development;
- Gender and how it relates to household dynamics and decision-making;
- Effective communication and problem solving;
- Leadership skills; and
- Gender, power and violence.

Information must be easy to understand and culturally appropriate, and wherever possible, COs should draw on existing locally based life skills curriculums. Where it is safe to do so, education sessions can be used to provide girls and women with information on available services and resources for survivors.

Resources

▶ **Economic and Social Empowerment Gender Discussion Guide**
International Rescue Committee

▶ **Life Skills – Skills for Life: A handbook**
International Federation of Red Cross and Red Crescent Societies (2013)
<http://pscentre.org/resources/life-skills-skills-for-life-a-handbook/>

▶ **Manual for Community Volunteers to Facilitate Group Meetings about Domestic Violence**
Women Savings and Credit Association (2013)
<http://preventgbvafrica.org/wp-content/uploads/2013/11/WOSCA.ManualforCVs-engl.pdf>

▶ **Building Girls' Protective Assets**
Population Council (2016)
<www.popcouncil.org/uploads/pdfs/2016PGY_GirlsProtectiveAssetsTools.pdf>

▶ **Adolescent Girls Toolkit Iraq**
UNICEF and UNFPA (2017)

▶ **Go Girls! Community-based Life Skills for Girls: A Training Manual**
Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs (2011)
<www.thehealthcompass.org/sites/default/files/project_examples/GoGirls_English_Final_Rev1.pdf>

▶ **Health and Life Skills Curriculum for Adolescent Girls**
Population Council
<www.popcouncil.org/uploads/pdfs/2013PGY_HealthLifeSkills_AGEP.pdf>

▶ **It's All One Curriculum: Guidelines and Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights Education**
International Sexuality and HIV Curriculum Working Group

▶ **Program M: Working with Young Women for Empowerment, Rights and Health**
Instituto Promundo, Salud y Género, ECOS, Instituto PAPAI and World Education
<https://promundoglobal.org/wp-content/uploads/2014/12/Program-M-Working-With-Young-Women.pdf>

▶ **iMatter: Teaching about Puberty, Gender, and Fairness**
Population Council (2015)
<https://marketplace.mimeo.com/PopCouncil#name=13>

c) Transformative education for men and boys

Men and boys too need the opportunity to develop knowledge, awareness and critical thinking about gender issues and

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42 World Bank, *Voice and Agency*

N'Djamena, Chad

communication skills. Transformative education for husbands of programme participants is an essential component of empowerment interventions to prevent IPV. Such educational spaces provide an opportunity for men to reflect on the effects of interpersonal and collective violence and to challenge rigid or limiting constructions of masculinity.

Such opportunities may be particularly helpful in conflict-affected settings where men have also experienced significant violence, loss and disempowerment. As with education for women and girls, men should be provided the opportunity to learn about, reflect on and openly discuss:

- Legal and human rights, including the right to live free from violence;

- Child health and development;

- Bodies and health;

- Gender and how it relates to household dynamics and decision-making;

- Effective communication and problem solving; and

- Gender, power and violence.

As well as single-sex gender education and discussion, mixed-sex curricula may also be appropriate. Such sessions usually include spouses participating in an economic programme, and they require good facilitation.

Resources

Education and training materials

▶ **Engaging Men and Boys in Gender Transformation: The Group Education Manual**
The ACQUIRE Project, EngenderHealth and Promundo (2008)
<http://promundoglobal.org/resources/
 engaging-boys-and-men-in-gender
 -transformation-the-group-education
 -manual/>

▶ **Engaging Men Through Accountable Practice Guidance Package: Implementation Guide and Men's Curriculum**
International Rescue Committee
<http://gbvresponders.org/prevention/
 emap-tools-resources/>

- ▶ **Program H: Working with Young Men**
  Promundo, ECOS, Instituto Papai, and Salud y Género (2002)
  <http://promundoglobal.org/wp-content/uploads/2014/12/Program-H-Working-With-Young-Men.pdf>

- ▶ **Programme Ra (Program H adapted for the Middle East)**
  ABAAD and Promundo (2016)
  <http://promundoglobal.org/wp-content/uploads/2016/11/ProgrammeRa.pdf>

- ▶ **Engaging Men and Boys in Gender Equality and Health: A global toolkit for action**
  UNFPA and Promundo (2010)
  <http://promundoglobal.org/wp-content/uploads/2014/12/Engaging-Men-and-Boys-in-Gender-Equality-and-Health-A-Global-Toolkit-for-Action-English.pdf>

- ▶ **Living Peace Groups Implementation Manual and Final Project Report: GBV Prevention and Social Restoration in the DRC and Burundi**
  Logica and Promundo (2014)
  <http://promundoglobal.org/wp-content/uploads/2014/12/Living-Peace-Groups-Implementation-Manual-and-Final-Project-Report.pdf>

- ▶ **Journeys of Transformation: A Training Manual for Engaging Men as Allies in Women's Economic Empowerment**
  Care International in Rwanda and Promundo (2012)
  <http://promundoglobal.org/wp-content/uploads/2014/12/Journeys-of-Transformation.pdf>

- ▶ **It's All One Curriculum: Guidelines and Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights Education**
  International Sexuality and HIV Curriculum Working Group

- ▶ **iMatter: Teaching about Puberty, Gender, and Fairness**
  Population Council (2015)
  <https://marketplace.mimeo.com/PopCouncil#name=13>

- ▶ **Adolescent Boys and Young Men: Engaging them as supporters of gender equality and health and understanding their vulnerabilities**
  Promundo and UNFPA (2016)
  <www.unfpa.org/sites/default/files/pub-pdf/Adolescent_Boys_and_Young_Men-SINGLE_PAGES-web.pdf>

- ▶ **Working with Men and Boys to End Violence Against Women and Girls: Approaches, Challenges, and Lessons**
  USAID (2015)
  <www.usaid.gov/sites/default/files/documents/1865/Men_VAW_report_Feb2015_Final.pdf>

- ▶ **Engaging Men & Boys to End Violence Against Women: An annotated bibliography of online resources**
  Learning Network, Centre for Research and Education on Violence Against Women and Children (2013)
  <www.vawlearningnetwork.ca/sites/vawlearningnetwork.ca/files/Engaging_Men_Annotated_Bibliography.pdf>

- ▶ **Virtual Knowledge Centre to End Violence Against Women and Girls**

  ○ Men and Boys Module

  UN Women (2012)
  <www.endvawnow.org/en/modules/view/9-men-boys.html>

- ▶ **Institute for Development Studies Men, Boys and Gender Equality Resources**
  <http://menandboys.ids.ac.uk/>

2.6 Supporting community mobilization and action

IPV prevention strategies need to extend beyond individuals and households to include decision-makers and community institutions in order to create community-wide systemic change.[43] Mobilizing religious, traditional and elected community leaders and officials to obtain their support and public commitment to preventing IPV is an important aspect of prevention. COs and partners should provide support to community institutions to publicly commit to IPV prevention and to implement a 'zero tolerance' approach to GBV.

Resources

▶ **SASA!**
Raising Voices
<http://raisingvoices.org/sasa/>

COs, partners and community actors can encourage institutional change by working with:

a) **Local authorities;**

b) **Traditional leaders;**

c) **Faith-based institutions; and**

d) **Health, social service and law enforcement systems.**

a) Working with local authorities

Working with local authorities and officials can include sharing information with them about the harms and costs of IPV; involving them in facilitated community discussions; and advocating for them to introduce local by-laws that prohibit IPV and establish accountability mechanisms for perpetrators.

b) Working with traditional leaders

COs can provide information and training for traditional leaders on health, legal and human rights dimensions of IPV and involve them in facilitated community discussions to encourage them to take a stand against IPV. Work with traditional leaders should also focus on ensuring that girls and women who bring IPV-related complaints before customary dispute resolution mechanisms are treated with dignity and in accordance with human rights principles.

Traditional leaders are often key stakeholders in community-based justice and alternative dispute resolution mechanisms. Engaging with them is an important strategy used by UNICEF to foster survivor-centred processes in community management of IPV cases, as well as to foster more equitable justice systems at the community level.[44] By providing training to community-based informal justice and alternative dispute resolution actors on human and child rights, GBV and their role and mandate in such cases, COs can help ensure serious cases are referred to relevant authorities, followed-up and monitored. They can also help to enable appropriate resolution of minor cases at the community level.

Training for the informal sector will be context-specific, but certain general principles apply:[45]

• Training should help place informal mechanisms within the context of international human rights obligations, constitutional obligations and formal laws;

• Training should focus on girls' and women's right to be free from violence as a collective community responsibility; and

• Training should highlight the critical importance of holding offenders accountable for violence in a swift and meaningful way.

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43 Marcus, R. and E. Page, Changing discriminatory norms.
44 Shrestha, N., *Combatting Gender-Based Violence Policy* Brief, GRM International, 2013.
45 United Nations Entity for Gender Equality and the Empowerment of Women, 'Virtual Knowledge Centre to End Violence Against Women: Justice Module, <www.endvawnow.org/en/articles/992-content.html>, accessed 22 March 2017.

Daola, Côte d'Ivoire

▶ **Whose Justice, Whose Alternative? Locating Women's Voice and Agency in Alternative Dispute Resolution Response to Intimate Partner Violence**
Beyond Borders, CEDOVIP, and ICRW (2016)
<www.icrw.org/wp-content/uploads/2016/10/ICRW-Mediation-Paper-FINAL.PDF>

▶ **Virtual Knowledge Centre to End Violence Against Women and Girls**

  ○ Justice Module
UN Women (2012)
<www.endvawnow.org/en/modules/view/7-justice.html>

c) Working with faith-based institutions

Religious leaders can be powerful advocates for violence prevention, using religious teachings and doctrine to promote attitudes and norms that protect girls and women from IPV. In settings where religious norms function as legal norms, it is vital to engage religious leaders in discussions about the role of faith-based institutions and laws in preventing GBV.

Resources

▶ **Partnering with Religious Communities for Children**
UNICEF (2012)
<www.unicef.org/about/partnerships/files/Partnering_with_Religious_Communities_for_Children_(UNICEF).pdf>

▶ **The Christian Perspective on Protecting Children from Violence and Harmful Practices**
The Coptic Orthodox Church Egypt (2016)
<www.unicef.org/egypt/eg_Christian_Book_high_res_Eng..pdf>

▶ **Peace, Love and Tolerance**
Islamic Centre for Population Studies and Health, Coptic Orthodox Church, and UNICEF (2016)
<www.unicef.org/egypt/eg_Joint_book_high_res_Eng..pdf>

▶ **The Islamic Perspective on Protecting Children from Violence and Harmful Practices**
The Islamic Centre for Population Studies and Research at Al-Azhar University and UNICEF (2016)
<www.unicef.org/egypt/eg_Azhar_book_high_res_Eng..pdf>

▶ **Restoring Dignity: A Toolkit for Religious Communities to End Violence Against Women**
Religions for Peace (2009)
<https://rfp.org/wp-content/uploads/2017/09/Restoring-Dignity-Toolkit-for-Religious-Communities-to-End-Violence-Against-Women.pdf>

▶ **A Call to Act: Engaging Religious Leaders and Communities in Addressing Gender-based Violence and HIV**
Futures Group, Health Policy Initiative (2009)
<https://rfp.org/wp-content/uploads/2017/09/A-Call-to-Act-Engaging-Religious-Leaders-and-Communities-in-Addressing-Gender-Based-Violence-and-HIV.pdf>

d) Working with health, social services and law enforcement systems

COs can engage managers, professionals and paraprofessionals, including CP workers and volunteers, to strengthen or introduce survivor-centred policies and practices, and they can train service providers on responding to IPV survivors and their children.

A variety of inter-agency training materials are available, with a focus on the development of survivor-centred attitudes and behaviours. Training should focus on responding to disclosure of IPV, managing safety, and providing referrals for psychosocial care, safety and protection of survivors and their children.

While there are limited training packages for building capacity of health and other workers to respond to IPV, the WHO clinical guidelines and clinical handbook (see the following resources) can be used to develop training

materials. Where services are established, well-coordinated and of good quality, consideration should be given to providing training on screening for IPV in health settings.

When planning training, COs must consider initial and ongoing training needs, development of competent practice, and supervision of health, psychosocial and law enforcement workers. Training and staff development should never be one-off activities. Developing competency in any skill requires practice, supervision and the opportunity for reflection. Following training, it is essential to build in on-the-job supervision, monitoring and support to assist helpers in applying new knowledge and skills and in resolving difficult or challenging issues that arise. Where it is difficult to provide on-site supervision (for example, due to insecurity, inaccessibility of facilities or a lack of trained personnel), consider creative ways of providing supervision, such as remote supervision sessions using the internet or on-site team-based supervision and debriefing.

Finally, it is critical that GBV training for health, psychosocial and law enforcement workers assess and address values, attitudes and beliefs regarding GBV and survivors. Even if helpers have excellent skills, they can still cause harm to those seeking help if their assistance is not compassionate and survivor-centred. In such cases, others in the community will not feel confident to come forward for help.

See **Kit 3.1: Programming – Responding to GBV Survivors in Emergencies** for more information on improving survivor-centred care and support.

Resources

▶ **Routine Screening for Intimate Partner Violence: A Guide for Trainers**
Population Council (2016)
<www.popcouncil.org/uploads/pdfs/2016 RH_IPV-manual.pdf>

Bamako, Mali

Resources (continued)

▶ **Responding to Intimate Partner Violence and Sexual Violence Against Women: WHO clinical and policy guidelines**
World Health Organization (2013)
<http://apps.who.int/iris/bitstream/10665/85240/1/9789241548595_eng.pdf>

▶ **Healthcare for Women Subjected to Intimate Partner Violence or Sexual Violence: A clinical handbook**
World Health Organization (2014)
<http://apps.who.int/iris/bitstream/10665/136101/1/WHO_RHR_14.26_eng.pdf?ua=1>

▶ **Inter-Agency Gender-based Violence Case Management Guidelines**
Gender-Based Violence Information Management Steering Committee (2017)
<https://gbvresponders.org/response/gbv-case-management/>

Capacity Development

▶ **Causes and Effects of Gender-Based Violence Training Module**
<http://hrlibrary.umn.edu/svaw/advocacy/modelsessions/causes_effects.PDF>

▶ **Community Workers' Guide to Understanding Gender-Based Violence and Child Protection Basic Concepts**
UN Relief and Works Agency for Palestine Refugees in the Near East (2016)
<http://reliefweb.int/report/world/community-workers-guide-understanding-gender-based-violence-and-child-protection-basic>

▶ **Inter-Agency Gender-based Violence Case Management Training Materials**
GBVIMS Steering Committee (2017)
<https://gbvresponders.org/response/gbv-case-management/>

▶ **Communities Care: Transforming Lives and Preventing Violence Toolkit Part 3: Survivor-Centred Care**
  ○ Survivor-Centred Care Training Module
  ○ Psychosocial Support Training Module
  UNICEF (2014)

2.7 Addressing barriers to participation

The principle of community participation – especially the participation of girls and women – is a cornerstone of GBV prevention. Genuine participation by rights holders and communities is empowering, fosters ownership of the problem and ensures locally appropriate solutions to it. The participation and agency of affected people – especially girls and women – are central in IPV programming throughout the assessment, analysis, design, implementation and monitoring stages. Without genuine and significant community participation, major risks may go unidentified, and prevention strategies and suitable responses will be inadequate.

While different sections of the community should be engaged in IPV programme assessment and design, fostering the participation and leadership of girls and women is especially important, and special attention should be paid to their perspectives and experiences. Attention should also be paid to the participation of particularly marginalized groups who are at high risk of IPV but are often less visible, such as girls married at a young age or girls and women with disabilities.

Meaningful participation requires planning, skills and tools. To promote participation in IPV prevention programming processes, COs should take the following preparatory actions:

a) Train staff in participatory methods;

b) Determine the appropriate level of participation;

c) Gather information on population composition and dynamics;

d) Identify barriers and risks related to participation in sexual violence programme activities; and

e) Select appropriate methodologies and tools for each activity that reflect the level of participation and needs of different groups.

a) Train staff in participatory methods

UNICEF and partner staff should receive basic training on using participatory approaches in emergency response, including information on why it is important and how to do it. As part of the training, make sure staff are familiar with a wide range of participatory methods and tools that can be used with adults and adolescent girls, making sure a diversity of methods is included (such as theatre, art, workshops and other creative activities for children) to identify and express concerns and issues.

b) Determine the appropriate level of participation

Levels of Participation

There are different **levels of community participation** in emergency response. Each level reflects how much power is shared with affected populations in the process. There is no 'right' level of participation – the most appropriate approach and methods will depend on the activity and time available. Higher levels of participation will be appropriate when designing an IPV prevention programme.

c) Gather information on population composition and dynamics

To help determine who to involve in assessments and programming processes, consider the profile of the population, and identify who should have a voice beyond the typical community leaders. Understanding population composition will help devise strategies to reach and consult with less visible groups in the community, such as adolescent girls, about the GBV situation from their perspective; this, in turn, will help ensure their needs and interests are reflected in problem analysis and response.

As well as age and gender, factors to consider may include:

- Ethnic and religious composition;
- Education level;
- Geography;
- Sexual orientation; and
- Influence (while those with less influence in the community, such as adolescent girls or women with disabilities, often have less opportunity to participate, their perspectives are essential to understanding the issues related to GBV).

d) Identify barriers and risks related to participation in IPV programme activities

Several factors at the household and community level can affect girls' and women's participation in economic and social empowerment interventions. These include direct and indirect costs associated with programme activities; lack of support from community leaders or family members; and/or stigma associated with the programme.

Identifying barriers and solutions to participation in each setting will help to ensure the experiences and perspective of the most vulnerable and powerless are recognized and reflected in emergency response. Barriers to participation should be explored with stakeholders during programme design and monitoring. Strategies for helping to maximize programme participation include:

- Involving men as partners, allies and beneficiaries of change from the outset of IPV prevention programming;
- Including child care at programme meetings and activities;
- Conducting meetings in safe, accessible locations at convenient hours for women; and

- Recognizing the time and resources women and girls spend on programme activities (including getting to and from activities) and, where appropriate, providing assistance or incentives for attendance.

There are also risks associated with participating in IPV prevention programmes, and it is incumbent on UNICEF and partners to identify and mitigate these risks prior to carrying out programmes.

e) Select appropriate methodologies and tools for each activity that reflect the level of participation and needs of different groups

Make sure the appropriate participatory tools are adapted for each activity and that women, adolescent girls and younger children are given adequate space and time to meaningfully participate during programme activities.

Resources

▶ **Participation Handbook for Humanitarian Field Workers**
Groupe URD and ALNAP (2009)
<www.alnap.org/resource/8531>

▶ **A Toolkit for Monitoring and Evaluating Children's Participation: Children and young people's experiences, advice and recommendations**
Save the Children (2014)
<http://resourcecentre.savethechildren.se
/library/toolkit-monitoring-and-evaluating
-childrens-participation-children-and
-young-peoples>

▶ **The Participation of Children and Young People in Emergencies**
UNICEF (2007)
<www.unicef.org/eapro/the_participation_
of_children_and_young_people_in_
emergencies.pdf>

▶ **Guidelines for Children's Participation in Humanitarian Programming**
Save the Children (2013)
<http://resourcecentre.savethechildren.se
/library/guidelines-childrens-participation
-humanitarian-programming>

▶ **Actions on the Rights of the Child Resource Pack**

  ○ Foundation Module 4: 'Participation and inclusion' analysis

  Inter-agency resource (2009)
  <http://resourcecentre.savethechildren.se/
  library/arc-resource-pack-actions-rights
  -children-english-version>

Step 3: Monitoring

Monitoring is essential for ensuring IPV prevention programmes are implemented effectively and actually reduce girls' and women's exposure to GBV. Monitoring should also be used to identify any new risks or threats that emerge related to IPV prevention programming over time.

3.1 Adopting a participatory approach to monitoring

A **participatory approach to monitoring** the progress of IPV prevention and empowerment interventions is recommended in stabilized settings. A participatory approach to monitoring will:

- Increase community ownership of the programme and the change process;

- Ensure problems and unintended consequences which arise from empowerment interventions are quickly identified and addressed; and

- Provide the opportunity for sharing information about the positive outcomes of interventions with the community, thereby helping to reinforce positive changes.

To facilitate participatory monitoring, COs and partners can take the following actions:

a) **Engage community stakeholders in the development of the monitoring plan;**

b) **Support community stakeholders to collect, check and interpret data and report on the findings; and**

c) **Involve community stakeholders in discussions about significant achievements or setbacks.**

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a) **Engage community stakeholders in the development of the monitoring plan during programme design**

Community stakeholders can be involved in:

- Identifying indicators that will provide the information needed;

- Determining how to collect, document and interpret necessary information; and

- Deciding when and how to share and use the findings.

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b) **Support community stakeholders to collect, check and interpret data and report on the findings**

Possibilities for reporting include:

- Meetings or workshops involving different stakeholder groups to stimulate deeper understanding, critical reflection and constructive action on findings;

- Photographs and other visual displays;

- Drama;

- Video footage; and/or

- Pamphlets and posters.

c) **Involve community stakeholders in discussions about significant achievements or setbacks**

This will help to identify:

- What has worked or is working well;

- What needs to be adjusted or done differently;

- How risks or unintended consequences should be addressed; and

- How learning from the process can be applied to future interventions.

3.2 Selecting indicators to monitor IPV prevention programmes

The exact choice of outcome and output indicators for monitoring progress will be determined by the CO based on the specific objectives and interventions selected. See **Preventing IPV Tool 2: Sample Results Framework** for examples of outcome and output indicators that can be used for monitoring changes in IPV prevention programming. Remember, indicators need to be measured both *before* and *after* an intervention to see if there have been any changes.

Resources

▶ **United Nations Inter-Agency Resource Pack on Research, Monitoring and Evaluation in Communication for Development**
UNDP (2011)
<www.unicef.org/cbsc/files/RME-RP -Evaluating_C4D_Trends_Challenges__ Approaches_Final-2011.pdf>

▶ **Violence Against Women and Girls: A Compendium of Monitoring and Evaluation Indicators**
Measure Evaluation (2008)
<www.measureevaluation.org/resources/ tools/gender/violence-against-women -and-girls-compendium-of-indicators>

▶ **Participatory Tools and Approaches Topic Guide**
Governance and Social Development Resource Centre (2011)
<www.gsdrc.org/wp-content/uploads/2015/07/ME5.pdf>

▶ **Toolkit for Monitoring and Evaluating Gender-Based Violence Interventions Along the Relief to Development Continuum**
USAID (2014)
<www.usaid.gov/sites/default/files/documents/2151/Toolkit%20Master%20%28FINAL%20MAY%209%29.pdf>

▶ **Guidance on Monitoring and Evaluation for Programming on Violence against Women and Girls**
UK Department for International Development (2012)
<www.gov.uk/government/uploads/system/uploads/attachment_data/file/67334/How-to-note-VAWG-3-monitoring-eval.pdf>

▶ **Sustainable Sanitation and Water Management Participatory Monitoring Resources**
<www.sswm.info/content/participatory-monitoring-and-evaluation>

Mansehra District, Pakistan

IPV prevention programming action checklist

The following is a checklist detailing essential actions for effective IPV prevention programming.

Preparing for IPV prevention programming	IPV prevention programming during ongoing response and recovery
Engage community stakeholders, including girls' and women's groups and community leaders. ○	**Implement social norms change** and communication interventions to promote community norms that (i) foster gender equality, agency, autonomy and equal opportunities for girls and women and (ii) create zero tolerance for IPV. ○
Train staff and partners on IPV, and build understanding about how IPV is linked to children's rights, health and development and UNICEF's work. ○	**Provide technical support** to law reform and policy initiatives to prevent and protect girls, women and their children from IPV. ○
Learn about IPV dynamics and drivers in the community, including underpinning social norms. ○	**Deliver relevant cash transfer or microfinance intervention** to target women and adolescent girls. ○
Review evidence and lessons from relevant economic and social empowerment interventions to prevent IPV. ○	**Deliver training** to build basic financial literacy and to develop relevant business or entrepreneurial skills among women and adolescent girls. ○
Identify partners with capacity to design, implement, manage and monitor economic and social empowerment interventions. ○	**Identify safe spaces** for girls and women to meet, and implement activities that build confidence, mutual support and social connectedness. ○
Identify opportunities for leveraging UNICEF-supported social protection benefits for IPV prevention in disaster-prone or complex contexts. ○	**Deliver transformative education** to programme participants and their partners/spouses to develop communication skills and build knowledge, critical thinking and attitude change about gender and violence. ○
Audit national legislation and policy to identify gaps in legal rights and protections from IPV for girls, women and their children. ○	**Support development and implementation of community action plans.** ○

Info Sheets – Preventing Intimate Partner Violence

Data on Global Intimate Partner Violence Prevalence

Source: World Health Organization and London School of Hygiene and Tropical Medicine, *Preventing Intimate Partner and Sexual Violence Against Women: Taking action and generating evidence*, WHO, Geneva, 2010, p. 12.[1]

- Intimate partner violence occurs mainly from adolescence and early adulthood onwards, most often in the context of marriage or cohabitation, and usually includes physical, sexual and emotional abuse as well as controlling behaviours.

- The *WHO Multi-country study on women's health and domestic violence against women* provides a comprehensive picture of the patterns of intimate partner violence and sexual violence victimization in low- and middle-income settings. Over 24 000 women between the ages of 15 and 49 were interviewed in rural and urban areas in 10 countries. Its key findings include:

  - physical abuse by a partner at some point in life up to 49 years of age was reported by 13–61% of interviewees across all study sites;

  - sexual violence by a partner at some point in life up to 49 years of age was reported by 6–59% of interviewees.

Source: World Health Organization, *Global and Regional Estimates of Violence Against Women: Prevalence and health effects of intimate partner violence and non-partner sexual violence*, WHO, Geneva, 2014, pp. 16–17.

- The global lifetime prevalence of intimate partner violence among ever-partnered women is 30.0%. The tables below show prevalence by WHO region and by age.

WHO Region	Prevalence
Africa	36.6 %
Americas	29.8 %
Eastern Mediterranean	37.0 %
Europe	25.4 %
South-East Asia	37.7 %
Western Pacific	24.6 %
High-income countries	23.2 %

Age group years	Prevalence
15–19	29.4 %
20–24	31.6 %
25–29	32.3 %
30–34	31.1 %
35–39	36.6 %
40–44	37.8 %
45–49	29.2 %
50–54	25.5 %
55–59	15.1 %
60–64	19.6 %
65–69	22.2 %

1   Available at: <www.who.int/violence_injury_prevention/publications/violence/9789241564007_eng.pdf>.
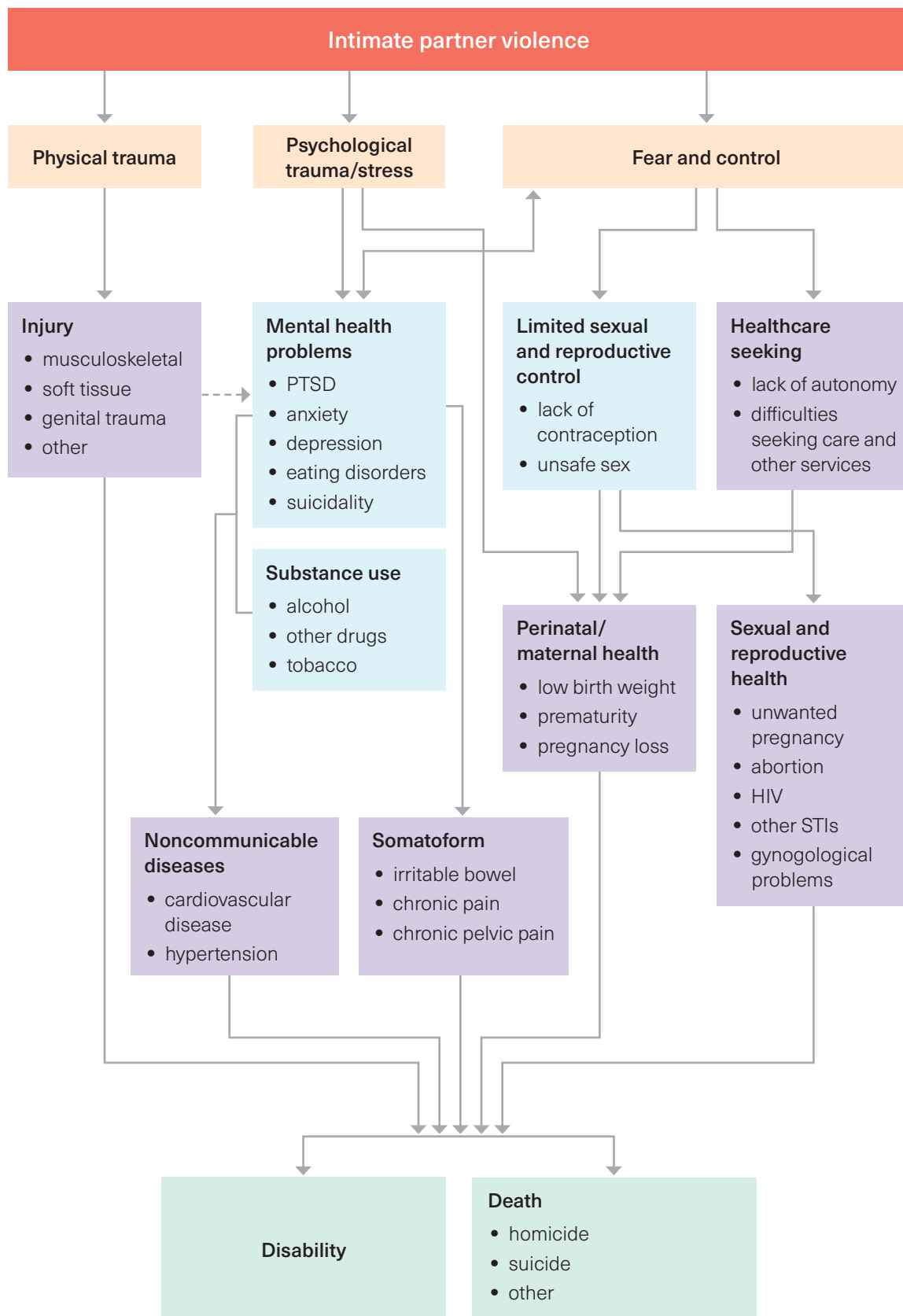
Effects of Intimate Partner Violence

- Intimate partner violence and sexual violence against girls/women can lead directly to serious injury, disability or death. They can also lead indirectly to a variety of health problems, such as stress-induced physiological changes, substance use and lack of fertility control and personal autonomy as is often seen in abusive relationships.

- Compared to their non-abused peers, abused girls/women have higher rates of:
  - unintended pregnancies and abortions;
  - sexually transmitted infections, including HIV;
  - mental disorders such as depression, anxiety, sleep and eating disorders.

- When this violence occurs during pregnancy, it is associated with adverse pregnancy events – such as miscarriage, pre-term births and stillbirths.

- Intimate partner violence not only affects the girls/women involved, but may also damage the health and well-being of their children. This is in part due to increased rates of depression and traumatic stress in abused mothers, and the destructive effects of intimate partner violence on the quality of their attachment and parenting capacities.

- One review of studies examining the presence of both child maltreatment and intimate partner violence found that they occurred during the same period in 45–70% of studies.

- In the majority of such cases, a child witnessing intimate partner violence appeared to precede the subsequent maltreatment of children by family members.

- Studies have shown that the children of abused mothers have lower rates of immunization and higher rates of diarrhoeal disease, and are more likely to die before the age of five years.

- The likely causal pathways between different forms of exposure to violence and different health outcomes are starting to be documented and understood better. These pathways are often complex, with context-specific, physiological, behavioural and other factors influencing the likelihood of disease/ill-health outcomes.

- There is a broad range of health effects. The figure below shows the hypothesized pathways through which intimate partner violence leads to different forms of morbidity and mortality. These include the direct pathway of violence resulting in injury and death, and the other direct and indirect pathways for multiple health problems for women, as well as maternal and perinatal health outcomes.

Intimate partner violence

Physical trauma

Psychological trauma/stress

Fear and control

Injury
- musculoskeletal
- soft tissue
- genital trauma
- other

Mental health problems
- PTSD
- anxiety
- depression
- eating disorders
- suicidality

Substance use
- alcohol
- other drugs
- tobacco

Limited sexual and reproductive control
- lack of contraception
- unsafe sex

Healthcare seeking
- lack of autonomy
- difficulties seeking care and other services

Perinatal/ maternal health
- low birth weight
- prematurity
- pregnancy loss

Sexual and reproductive health
- unwanted pregnancy
- abortion
- HIV
- other STIs
- gynogological problems

Noncommunicable diseases
- cardiovascular disease
- hypertension

Somatoform
- irritable bowel
- chronic pain
- chronic pelvic pain

Disability

Death
- homicide
- suicide
- other

Children and Intimate Partner Violence

Children can be direct victims of IPV. Many married girls experience IPV; one in three adolescent girls aged 15 to 19 worldwide have been the victims of emotional, physical or sexual violence committed by their husband or partner. Because child marriage limits young married girls' knowledge and skills, resources, social support networks, mobility and autonomy, they often have little power in relation to their husband or his family.[1]

Children are indirectly harmed by IPV. Growing up in violent households, children are often present during episodes of violence. As well as witnessing violence, which can be traumatic itself, they may also be verbally or physically assaulted or abused. Exposure to IPV is considered a form of child maltreatment.[2]

Children who witness IPV are at a higher risk for a range of emotional and behavioural problems, including anxiety, depression, poor school performance, low self-esteem, disobedience, nightmares and physical health complaints.[3]

Children whose mothers live with IPV suffer ill-effects of violence, and their health, development and educational outcomes may all be affected:[4]

- Evidence suggests that violence may also directly or indirectly affect child mortality. Children of women who were physically and sexually abused by a partner were six times more likely to die before the age of 5 years than children of women who had not been abused.[5]

- IPV during pregnancy increases the likelihood of miscarriage, stillbirth, pre-term delivery and low birth weight.[6]

- Mothers whose physical and/or mental health is compromised by violence may be less able to care for their children or to earn income to support their families, affecting children's nutrition and school attendance.

- Girl mothers are more likely to have children that are stillborn or die in the first month of life – if a mother is under the age of 18, her infant's risk of dying in its first year of life is 60 per cent greater than that of an infant born to a mother older than 19.[7] Even if the child survives, he or she is more likely to suffer from low birth weight, malnutrition and late physical and cognitive development.

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1   United Nations Children's Fund, *Behind Closed Doors: The Impact of Domestic Violence on Children*, UNICEF, New York, 2006.
2   World Health Organization, 'Child Maltreatment Factsheet', WHO, Geneva, 2014.
3   In fact, studies from North America indicate that children who witness violence between their parents frequently exhibit many of the same behavioural and psychological disturbances as children who are themselves abused. See the World Health Organization, *World Report on Violence and Health,* WHO, Geneva, 2002.
4   When maternal levels of the stress hormone cortisol are raised during pregnancy, the result can be poor fetal growth and effects on brain development, including delays in brain growth. Further, some adverse outcomes of pregnancy and labour – such as miscarriage, low birth weight, stillbirth and the birth of a child with disabilities – may be attributable to traumatic domestic violence. The stress of violence and abuse may lead to other consequences, such as failure to obtain adequate nutrition, rest and medical care. For more information, see WHO *World Report on Violence and Health.*
5   WHO, *World Report on Violence and Health.*
6   World Health Organization, 'Intimate partner and sexual violence against women, Fact Sheet No. 239', WHO, Geneva, 2014.
7   United Nations Children's Fund, 'State of the World's Children 2009', UNICEF, New York, 2009.

Children's brain structures can be adversely affected by stress.[8] More is being learned all the time about the impact of exposure to violence on children's brain development. Chronic stress caused by exposure to ongoing violence in the household can have a permanent negative effect on the chemical and physical structures of a child's brain, causing trouble with attention, concentration, memory and creativity.[9]

Children's health, behaviour, ability to learn and core biology are all directly affected by adverse and traumatic experiences, such as violence. Children may even be more deeply affected by trauma than adults, depending on their age and developmental stage.[10]

Children learn early and powerful lessons about the use of violence to dominate others. Boys who witness or are exposed to IPV as children may be more likely to grow up to perpetrate violence against their own partners, while girls may be more likely to be abused themselves in future relationships, entrenching a cycle of violence and abuse.[11]

8   National Scientific Council on the Developing Child, 'Persistent fear and anxiety can affect young children's learning and development: *Working paper No. 9*.' Retrieved from <www.developingchild.net> on 27 March 2017; for more information, see: <www.childtrends.org/?indicators=childrens-exposure-to-violence#sthash.lxkGHpsK.dpuf>.
9   Anda, R., et al., 'The Enduring Effects of Abuse and Related Adverse Experiences in Childhood: convergence of evidence from neurobiology and epidemiology", *Eur Arch Psychiatry Clinical Neuroscience,* vol. 256, no. 3, April 2006, pp. 174–186. In this article, it is noted that raised levels of the steroid hormone cortisol are a normal response to stress in humans. Frequent and prolonged exposure to elevated cortisol levels may affect the development of a major stress-regulating system in the brain, either heightening the stress feedback system (leading to hypervigilance, chronic fear and anxiety, negative mood and problems in attending) or reducing it, leading to depression. Chronic stress can cause depression of the immune function as well as other body systems controlled by the brain.
10 Futures Without Violence, 'Safe, Healthy, and Ready to Learn: Policy Recommendations to Ensure Children Thrive in Supportive Communities Free from Violence and Trauma', Futures Without Violence, San Francisco, 2015.
11 UNICEF, *Behind Closed Doors.* There is some evidence that childhood exposure to family violence can lead to intergenerational violence perpetration and/or violence-tolerant behaviour in victims.

Social and Economic Empowerment

Source: Molyneux, M., 'Conditional Cash Transfers: A 'Pathway to Women's Empowerment', 2009.[1]

- Empowerment is the acquisition of capabilities that have the potential to assist women in achieving autonomy (legal and material), equality (social and personal, i.e. status and self-esteem) and voice and influence (over decisions that affect their lives).

- Empowerment is an incremental process through which individuals and groups acquire progressively more confidence and control over their lives.

Social empowerment

Social empowerment is understood as the process of developing a sense of autonomy and self-confidence, and acting individually and collectively to change social relationships and institutions that discriminate against girls and women and keep them at risk of violence.

Economic empowerment

Economic empowerment is understood as access to economic decision-making (both within the household, and in the wider economy), to resources (like land and finance) and to decent employment, including rights and access to inputs, such as training, information, equipment, and control over earnings.

1   Available at: <www.pathwaysofempowerment.org/archive_resources/conditional-cash-transfers-a-pathway-to-women-s-empowerment-pathways-working-paper-5>.

Poverty and GBV

- Studies from a wide range of settings show that, while intimate partner violence and sexual violence cut across all socioeconomic groups, girls/women living in poverty are disproportionately affected.

- While economic insecurity doesn't cause intimate partner violence, poverty is a risk factor. For example, economic insecurity can contribute to household conflict and tension and act as a trigger for violence.[2] In addition, poor girls/women are often less able to leave abusive relationships.[3] Overall, girls/women who lack economic assets have less bargaining power, decision-making capacity and autonomy within the family and the broader community.

- For some men, living in poverty is likely to generate stress, frustration and a sense of inadequacy for having failed to live up to their culturally expected male role of provider. Poverty may also provide ready material for marital disagreements or make it more difficult for women to leave violent or otherwise unsatisfactory relationships. Whatever the precise mechanisms, it is probable that poverty acts as a "marker" for a variety of social conditions that combine to increase the risks faced by women.

- Poor girls/women may be more at risk of rape in the course of their daily tasks than those who are better off – for example, when they walk home on their own from work late at night or work in the fields or collect firewood alone.

- Children of poor girls/women may have less parental supervision when not in school, since their mothers may be at work and unable to afford childcare. The children themselves may be working and thus vulnerable to sexual exploitation. Poverty forces many girls/women into occupations that carry a relatively high risk of sexual violence, particularly commercial sex work. It also creates enormous pressures for them to find or maintain jobs, to pursue trading activities and, if studying, to obtain good grades – all of which render them vulnerable to sexual coercion from those who can promise these things.

1   Available at: <www.who.int/violence_injury_prevention/publications/violence/9789241564007_eng.pdf>.
2   Jewkes, et al., 'Stepping stones and creating futures intervention: Shortened interrupted time series evaluation of a behavioural and structural health promotion and violence prevention intervention for young people in informal settlements in Durban, South Africa', *BMC Public Health,* vol. 14, 2014, p. 1325.
3   United Nations, In-depth study on all forms of violence against women, A/61/122/Add.1, July 2006.

Social Protection

UNICEF defines social protection as follows:

Social protection is the set of public and private policies and programmes aimed at preventing, reducing and eliminating economic and social vulnerabilities to poverty and deprivation. Social protection is essential to UNICEF's commitment to the realization of the rights of children, women and families to an adequate standard of living and essential services.

Within this broad set of policies, UNICEF's work on social protection concentrates on four components:

Social transfers: predictable direct transfers to individuals or households, both in-kind and in cash, to protect them from the impacts of shocks and support the accumulation of human, financial and productive assets.

Programmes to ensure access to services: Programmes that reduce economic and social barriers households face when accessing social services.

Social support and care services: A range of human resource-intensive services that help identify and reduce vulnerability and exclusion, particularly at the child and household level by: strengthening individuals' and households' resilience; improving their capacity to overcome shocks and strains; and linking households to existing programmes and services.
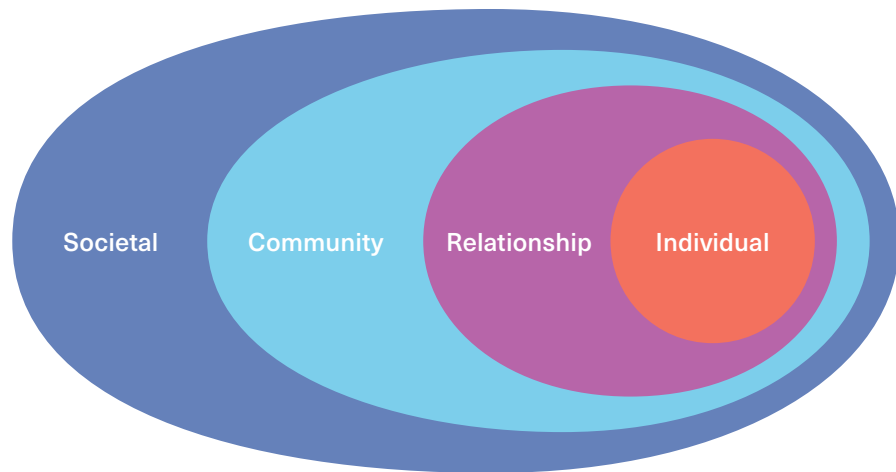
Legislation and Policy Reform: Changes to policies and legislation in order to remove inequalities in access to services or livelihoods/economic opportunities, thereby helping address issues of discrimination and exclusion development.

Social Protection

- GBV is a complex issue and has multiple causes and drivers, including individual and environmental factors.

- In the past, explanations for violence tended to focus on individual psychology; however, structural and social factors, such as social norms, are now recognized as significant drivers of violence.[1]

- The ecological model, shown below, highlights the systems that shape and influence individuals. It shows how individual development and well-being are linked to family and other interpersonal relationships, to the community and to wider society.[2]

Societal   Community   Relationship   Individual

- The ecological model highlights how *multiple* factors – as well as a *combination* of factors in the family, community and wider social environment – can influence violence perpetration and victimization. The model includes the following four interacting levels:

  ○ **Individual:** Biological and personal history factors that may increase or decrease the likelihood that an individual will become a victim or perpetrator of violence.

  ○ **Relationship:** Factors that increase or decrease risk as a result of relationships with peers, intimate partners and family members. These are a person's closest social circle and can shape their behaviour and range of experiences.

  ○ **Community:** The characteristics of community contexts in which social relationships are embedded – such as schools, workplaces and neighbourhoods.

  ○ **Societal:** The larger, macro-level factors that influence violence, such as gender (in)equality, religious or cultural belief systems, societal norms, and economic or social policies that create, sustain or minimize gaps and tensions between groups of people.

1   Berkowitz, A. D., 'Applications of social norms theory to other health and social justice issues' in W. Perkins, ed., *The social norms approach to preventing school and college age substance abuse: A handbook for educators, counselors, and clinicians*, San Francisco, CA, 2003, pp. 259–279; and Jossey-Bass, R. C. and G. Barker, 'Men, Masculinities, Sexual Exploitation and Sexual Violence', Promundo and Men Engage, 2008, p. 23.
2   Heise, L., 'Violence Against women: An integrated, ecological framework', in *Violence Against Women,* vol. 4, no. 3, 1998.

- Research has found there are factors at every level of the social ecology that increase or decrease the likelihood of perpetration and victimization of different types of violence. These influences are called *risk and protective factors*.

    - **Risk factors** are characteristics of individuals, relationships, families, institutions, the wider community and society that are associated with violence or increase the risk of violence. They can include witnessing marital violence at a young age; conflict between spouses; lack of economic opportunities; and social norms that link masculinity to aggression and dominance. Risk factors for different types of violence vary; for example, psychopathology of individual perpetrators may be a risk factor in sexual abuse of young children, while economic factors such as poverty may increase the risk of commercial sexual exploitation. It is therefore important to analyse the context and dynamics of different forms of violence in different settings when considering how to best prevent them. It is believed that the more risk factors present, the greater the likelihood is of different types of violence occurring.[3]

    - **Protective factors** are characteristics that decrease the likelihood of violence and increase a person's resilience against violence; for example, attaining an education, having access to economic resources, or the existence of community attitudes and norms that condone violence and promote gender equality. As with risk factors, it is important to analyse the context and specific dynamics in order to identify protective factors that can be supported and reinforced.[4]

3   Jewkes, R., P. Sen and C. Garcia-Moreno, 'Chapter 6: Sexual Violence', in E. Krug, et al., eds. *World Report on Violence and Health,* World Health Organization, Geneva, 2002.
4   For more information, see <www.endvawnow.org/en/articles/310-operating-within-the-ecological-model-.html>.

Social, Human, Financial and Physical Assets

Source for text: Women's Refugee Commission, *Strong Girls, Powerful Women: Programming planning and design for adolescent girls in emergencies*, WRC, New York, 2014, pp. 7–8.[1]

In programing, an asset-based approach means developing key skills and resources that relate to those foundational assets: human and social assets – behavioral competencies that include communication skills, financial literacy, and confidence building; and financial and physical assets – resources that help create security, develop savings behavior, provide income generation options, and increase productivity.

Source for figure: Morcos, C. and J. Sebstad, 'Financial Education for Adolescent Girls', Nike Foundation, 2011, pp. 3–4.[2]

Financial	Physical	Social	Human
Assets	**Assets**	**Assets**	**Assets**
• Cash	• Personal assets (clothing, jewelery, household items)	• Social networks	• Skills and knowledge
• Savings	• Land	• Group memberships	• Good health
• Entitlements	• Housing	• Relationships of trust	• Ability to work
	• Transport		• Self esteem
Program strategies	• Tools, equipment and other productive assets	**Program strategies**	• Bargaining power
• Savings		• Development of social networks	• Autonomy
• Credit	**Program strategies**	• Social support	• Control over decisions
• Remittance services	• Access to tools and equipment for businesses	• Group formation	
• Other financial services	• Safe physical space to meet	• Mentoring	**Program strategies**
	• Safe place to work		• Life skills training
			• Health education
			• Literacy programs
			• Financial education
			• Rights education
			• Employability training
			• Vocational/skills training
			• Business internships/ apprenticeships

1   Available at: <www.womensrefugeecommission.org/images/zdocs/Strong-Girls--Powerful-Women--2014.pdf>.
2   Available at: <www.womensworldbanking.org/PDFs/23_FinanEducationforAdolescentGirls.pdf>.

Principles for Working with Men and Boys

- Men and boys can be the targets and allies of programmes to prevent violence against girls and women, but girls and women are the primary beneficiaries.

- The safety of girls and women and girls – beneficiaries, staff and activists – is the paramount consideration. Women's rights and empowerment must remain central.

- Programmes should explicitly seek to challenge discriminatory gender norms and unequal power relations between women and men.

- Programmes should be developed and implemented in partnership with WROs rather than by men's groups working autonomously. This ensures transparency and accountability to women and WROs.

- Steps should be taken to promote women's leadership in activities to engage men, such as the decision by the US organization A Call to Men to have a Board made entirely of women.

- Women-only spaces must be created and protected.

- Programmes must be continually evaluated to guard against becoming male-dominated, and checks and balances should be built into projects to ensure they remain women-centred (i.e. focused on the rights of women and girls).

- Programmes should go beyond small-scale educational interventions that target individual change in attitudes and behaviour, and mobilise men's support for wider societal changes – for example by enlisting men as allies in women's rights campaigns to challenge discriminatory laws and policies. This is important because men are typically the people who make decisions and they need to be making them in women's interests.

- Programme evaluations must seek out the perspectives not only of male participants but also of the women in these men's lives to validate self-reported changes. All necessary steps must be taken to ensure the confidentiality and safety of those consulted.

Levels of Participation

- In humanitarian situations, a participatory approach means involving crisis-affected people in the humanitarian response in whatever way, and to whatever extent is possible, in a given context.

- Participation makes a humanitarian response more efficient, effective and relevant to real needs, and it can help identify the most appropriate way of meeting those needs.

- Crisis-affected people can be directly involved in humanitarian responses on an individual level or indirectly via community representatives. In both cases, special care should be taken to ensure that the most vulnerable and socially marginalised people are involved, and that this involvement is done with care and intentionality so as not to risk further harm to these populations.

- There are different ways to involve people in humanitarian responses, and different approaches can be used to continually improve participation throughout the life cycle of a project.

- In order to adopt a genuinely participatory approach, we must not think of those who are affected by a crisis as 'victims', 'beneficiaries, or 'recipients', but as dynamic social actors with capacities and strengths are able to take an active role in decisions affecting their safety and welfare. This shift in perception is of fundamental importance.

- The following table outlines a typology of participation that reflects the different ways humanitarian organizations interact with crisis-affected people, from simply informing them about a humanitarian response, to providing support for local initiatives.

Typology of participation (adapted from Pretty, J.)

Type of participation	Description
Passive participation	The affected population is informed of what is going to happen or what has occurred. While this is a fundamental right of the people concerned, it is not one that is always respected.
Participation through the supply of information	The affected population provides information in response to questions, but it has no influence over the process, since survey results are not shared and their accuracy is not verified.
Participation by consultation	The affected population is asked for its perspective on a given subject, but it has no decision-making powers and no guarantee that its views will be taken into consideration.

1   Available at: <www.alnap.org/resource/8531>.

Type of participation	Description
Participation through material incentives	The affected population supplies some of the materials and/or labour needed to conduct an operation, in exchange for payment in cash or in kind from the aid organization.
Participation through the supply of materials, cash or labour	The affected population supplies some of the materials, cash and/or labour needed for an intervention. This includes cost-recovery mechanisms.
Interactive participation	The affected population participates in the analysis of needs and in programme conception, and has decision-making powers.
Local initiatives	The affected population takes the initiative, acting independently of external organizations or institutions. Although it may call on external bodies to support its initiatives, the project is conceived and run by the community; it is the aid organization that participates in the people's projects.

Tips for promoting participation

Source: Groupe URD, *Participation by Crisis-Affected Populations in Humanitarian Action: A Handbook for Practitioners*, ALNAP, London, 2003, pp. 15–16.

Successful participation relies first and foremost on the attitude of those engaged in humanitarian action.

Be aware… of the local context and its social and cultural dynamics, of political divisions and lines of power, and of the stakes and potential pitfalls. Being conscious of this enables one to be cautious without being suspicious, to tailor one's expectations to current realities and to avoid undue disappointments. It is central to gaining the respect of those whom you seek to engage.

Listen, observe… with your eyes and with your ears, but, also, with the eyes and the ears of those who you are trying to understand, assist or protect. Bear in mind that affected populations have a holistic and integrated view of their own needs and strategies, and that the earlier you involve them, the greater their motivation to engage in a joint venture. Empathy and reflected understanding can go a long way to making a complex process manageable.

Pay attention to the human factor. Despite all efforts to develop and apply methods to improve the process of participation, successes and failures can often be attributed to the presence of the right person with the right attitude, understanding and skills, being in the right place at the right time. Pay utmost attention to the composition of your team, and allow time to breathe and to deliberate.

Enjoy! At the heart of participation is a meeting of different individuals, cultures, skills, beliefs and values. This is an opportunity to learn and to share experiences; humanitarian aid workers can benefit as much as affected populations.

Oromia, Ethiopia

Preventing Sexual Violence Against Girls and Women

Key Messages

- **Preventing GBV involves tackling the underlying causes,** including girls' and women's disadvantaged economic and social status, structural and societal conditions that sustain inequality between men and women, and social norms that enable GBV.

- **GBV prevention in humanitarian settings is an exciting emerging area of practice.** As an influential humanitarian and development partner and a custodian of children's and women's rights before, during and after emergencies, **UNICEF is playing a pivotal role in testing and scaling up a new generation of innovative GBV prevention programmes** in emergency-affected settings.

- **UNICEF's interventions to prevent sexual violence use a multi-pronged approach** to tackle the multi-level drivers of sexual violence, adopting a variety of communication methods and activities to reach, engage and mobilize men, women, young people, traditional and religious leaders, and others with influence over community attitudes, norms and behaviours.

Summary

This section of **Kit 3.4: Programming – GBViE Prevention Programming** contains information, resources and tools to support UNICEF country offices (COs) and partners to plan, implement and monitor interventions to prevent sexual violence against girls and women in stabilized emergency-affected settings.

When to use this section

Type of emergency	Phase of response	Population location
• Cyclical disaster	• Ongoing response in protracted crisis/displacement settings	• Urban/peri-urban
• Armed conflict		• Rural
• Complex emergency	• Recovery	• Community/formal settlement
• Protracted emergency	• Post-conflict development	• Camp

Materials included in this section

Info Sheets

Research on Sexual Violence

Boys and Sexual Abuse

Forms of Sexual Violence

Social Norms

Social Norms and GBV

Ecological Approach to GBV Prevention

Gender Transformative Approaches

Principles for Working with Men and Boys

Edutainment

Levels of Participation

Tools

Tools referenced in this section can be found in the *Prevention Tools Booklet* of this Kit.

Preventing Sexual Violence Tool 1: Guide for Developing a Change Pathway

Preventing Sexual Violence Tool 2: Sample Results Framework

Preventing Sexual Violence Tool 3: Risk Management Checklist and Planning Template

Introduction

Sexual violence against girls and women is unfortunately very common; it occurs throughout the lifespan, across cultures and across classes. Recent global **research on sexual violence** by the World Health Organization found that over one third (35.6 per cent) of females have at some point in their lives experienced either non-partner sexual violence, physical or sexual violence by an intimate partner, or both.[1] **Boys**, too, can be victims of sexual violence; however, girls are more than three times as likely to experience it. Some groups of people may be at higher risk of sexual violence than others, such as unaccompanied girls and boys living on the street or in detention facilities. Girls, boys and women with disabilities also face increased risk in many contexts, as do those who identify as lesbian, gay, bisexual, transgender or intersex (LGBTI).

Research on Sexual Violence

Boys and Sexual Abuse

Social Norms

> All survivors, including men and boys, have the right to care and support through good quality services to help them heal and recover from the violence. Humanitarian actors must work together to make services available to *all* survivors, regardless of their gender or age.

Sexual violence is a significant public health and human rights issue affecting girls and women before, during and after emergencies. Experience and evidence show that in many settings, sexual violence increases in the aftermath of an emergency.

Forms of Sexual Violence

There are many different **forms of sexual violence**, including those that are tolerated because of beliefs and attitudes about gender and sex. For instance, rape in marriage is not recognized as a form of violence in many areas because wives are expected to submit to sex with their husbands, whether they want to or not.

There are many short- and long-term negative consequences of sexual violence for the individual survivor; at its worst, sexual violence can result in death. The impact of sexual violence can be immediate, such as early or unwanted pregnancy, sexually transmitted infection (including HIV), physical trauma and psychological trauma. The impact can also be devastating and life-long and can affect the capacity of survivors to care for themselves and others. A history of sexual abuse in childhood and adolescence has consistently been found to be associated with increased health risks and risky behaviours later in life.[2] Sexual violence also has harmful effects on families and the wider community. This form of violence is often hidden and taboo due to **social norms** about gender, sex, individual/family honour and attitudes about male sexual entitlement.

> *"Sexual violence emerges from a mindset that grants men a sense of sexual entitlement and devalues women's bodies and agency in sexual decision-making".*[3]

Creating gender-equitable and non-violent relationships between men and women, boys and girls is at the heart of preventing sexual violence. Key drivers of sexual violence include attitudes and social norms that perpetuate unequal and gendered power relations; sustain violent attitudes and behaviours toward girls and women; foster acceptance and normalization of sexual violence; maintain impunity toward perpetrators;

1   World Health Organization, London School of Hygiene and Tropical Medicine, and South African Medical Research Council, *Global and Regional Estimates of Violence Against Women: Prevalence and health effects of intimate partner violence and non- partner sexual violence*, WHO, Geneva, 2013.
2   World Health Organization and London School of Hygiene and Tropical Medicine, *Preventing Intimate Partner and Sexual Violence Against Women: Taking action and generating evidence*, WHO, Geneva, 2010.
3   Heilman, B., L. Hebert and N. Paul-Gera, 'The Making of Sexual Violence: How Does a Boy Grow Up to Commit Rape? Evidence from Five IMAGES Countries', International Center for Research on Women (ICRW) and Promundo, Washington D.C., 2014.

Guinea

encourage victim-blaming; maintain silence; and prevent people from taking action against sexual violence.[4] For example, boys and men who hold attitudes of male privilege and entitlement are consistently more likely to perpetrate rape.[5] On the other hand, attitudes and norms that foster gender equality, non-violence, respectful relationships and accountability of perpetrators help to prevent sexual violence.[6]

Social Norms and GBV

In the past, efforts to prevent sexual violence and other forms of GBV in emergency settings centred on raising awareness about the problem and influencing individual knowledge and attitudes. However, the **relationship between awareness, attitudes, norms and behaviour** is complex.[7] Behaviour is only partly influenced by attitudes – people's actions are also shaped by social norms and by what other people will think of their behaviour. Experience shows that while it is

important to target individual knowledge and attitudes, building awareness and changing personal opinions is not enough to change practices and behaviours that are held in place by social norms. Personal beliefs may be less important than the social context in determining some behaviours. Instead, to achieve widespread change, it is important to change community norms, especially those related to gender and equality, sex and sexuality, and violence and honour.

Carefully designed multi-pronged initiatives that target beliefs and **social norms underpinning sexual violence** – and that mobilize communities to take actions against it – are promising prevention approaches.[8] Such interventions build knowledge and awareness about GBV; create safe spaces for collective reflection, discussion and debate; and foster public and private dialogue about values, norms and practices

4 World Bank, *Voice and Agency: Empowering women and girls for shared prosperity*, World Bank, Washington D.C., 2014.
5 Heilman, et al., 'The Making of Sexual Violence'.
6 Flood, M. and B. Pease, 'The Factors Influencing Community Attitudes in Relation to Violence Against Women: A Critical Review of the Literature', Victorian Health Promotion Foundation (VicHealth), Melbourne, 2006.
7 Jewkes, R., M. Flood and J. Lang, 'From work with men and boys to changes of social norms and reduction of inequities in gender relations: A conceptual shift in prevention of violence against women and girls', *The Lancet*, Violence Against Women and Girls Series, Paper 3, 2014.
8 Alexander-Scott, M., E. Bell and J. Holden, 'Department for International Development Guidance Note: Shifting Social Norms to Tackle Violence Against Women and Girls (VAWG)', VAWG Helpdesk, London, 2016.

that foster gender inequality, discrimination and violence. They also create a community environment that supports change.[9]

As well as helping to prevent sexual violence, interventions that transform gender-inequitable attitudes and norms can have the following benefits in emergency-affected communities:

- **Building community capacity** to engage in meaningful dialogue about other types of inequality and injustice, and contributing to more equitable, healthy and safe communities for *all* members;

- **Empowering community members** to see themselves as active agents in improving their lives and increasing control over their health, safety and well-being;

- **Supporting sustainable and durable peace** by promoting listening, building trust, appreciating differences, debating and learning to foster social cohesion in conflict-affected settings;

- **Contributing to a culture of respect** for human rights, and promoting the inclusion and participation of girls and women in peace processes, reconstruction and State-building efforts;

- **Improving girls' and women's access** to health, education and other essential services;[10] and

- **Improving maternal health and child well-being** by promoting gender equality, which is associated with improved maternal and child outcomes.[11]

Conflict and disasters can create intense social upheaval and generate new norms that guide how people behave and interact. Such settings provide an opportunity for positive change in community norms and behaviours. As an important humanitarian and development partner, UNICEF is playing a critical role in testing and scaling up innovative communication interventions during protracted displacement and recovery to transform harmful attitudes and norms that enable GBV and catalyse community-led action to protect children and women from violence.[12]

UNICEF's approach

UNICEF is committed to the advancement of gender equality and to ensuring that gender equality is integrated consistently in its disaster prevention, humanitarian response and recovery programmes.[13]

UNICEF adopts a holistic approach to GBV prevention, reflecting the need to address multiple drivers of violence at **individual, relationship, community and structural levels,** also known as the **ecological approach**. This means implementing holistic **gender transformative** interventions that address factors at each of the different levels.

One key component of UNICEF's holistic work to prevent sexual violence in emergency-affected settings involves using strategic communication for social and behaviour change interventions to inform, educate and

Ecological Approach to GBV Prevention

Gender Transformative Approaches

9   Fulu, E., A. Kerr-Wilson and J. Lang, 'What works to prevent violence against women and girls? Evidence Review of interventions to prevent violence against women and girls', Department for International Development, London, 2014; Marcus, R., 'Gender Justice and Social Norms – Processes of Change for Adolescent Girls', Overseas Development Institute, London, 2014; and Marcus, R. and E. Page, 'Changing discriminatory norms affecting adolescent girls through communication activities: A review of evidence', Overseas Development Institute, London, 2014.
10 See, for example, International Centre for Research on Women, 'Girls are like leaves on the wind: How gender expectations impact girls' education', ICRW, 2014.
11 Brinda, E., A. Rajkumar and U. Enemark, 'Association between gender inequality index and child mortality rates: A cross-national study of 138 countries', *BMC Public Health*, vol. 15, no. 97, 2015.
12 Read-Hamilton, S. and M. Marsh, 'The Communities Care programme: Changing social norms to end violence against women and girls in conflict-affected communities', *Gender and Development*, vol. 24, 2016.
13 United Nations Children's Fund, *Core Commitments for Children in Humanitarian Action*, UNICEF, New York, 2010, p. 8. For more information, see: <www.unicef.org/publications/files/CCC_042010.pdf>.

stimulate individual and collective reflection and dialogue about gender, power, discrimination and GBV across the community. This work also involves creating community and institutional action to transform norms, practices and behaviours that enable sexual violence into those that promote gender equality and healthy and safe relationships. UNICEF adopts a multi-pronged approach to tackle the multi-level drivers of sexual violence, using a variety of communication methods and activities to reach, engage and mobilize men, women, young people, traditional and religious leaders, and others with influence over community attitudes, norms and behaviours.[14]

Strategic communication and community mobilization initiatives are core elements of UNICEF's child protection (CP) and other sectoral work to catalyse positive behaviour and social change in humanitarian and recovery settings.[15]

Maiduguri, Nigeria

Objectives

The objectives of UNICEF's sexual violence prevention interventions in emergency-affected contexts are:

- To test and scale-up multi-component interventions that promote gender-equitable, non-violent attitudes and norms that foster respect, safety and dignity for girls and women in their families and communities;

- To engage men as gatekeepers to, allies in and beneficiaries of gender-equitable norms and relationships; and

- To inspire and support community-led action to prevent sexual violence.

A phased approach

Preparing for programming

Put coordinated services in place, build capacity of staff, and engage partners and stakeholders

Programming during ongoing response/early recovery

Develop and deliver a multi-component communication and mobilization strategy to change attitudes and norms and catalyse community action

14 Marcus, R. and E. Page, Changing discriminatory norms.
15 United Nations Children's Fund, *Communication for Humanitarian Action Toolkit (CHAT),* UNICEF, New York, 2015.

A holistic and phased approach to sexual violence prevention involves taking certain actions in *preparation* for programming and during *ongoing response/early recovery* efforts.

Preparing for sexual violence prevention programming

Country offices (COs) can undertake the following preparedness actions with partners to support design and delivery of safe sexual violence prevention interventions:

- **Ensure basic GBV response services are in place,** including health, psycho-social and safety response, and provide capacity development to service providers to ensure good quality and accessible services.

- **Learn about sexual violence in the country** to understand common types and dynamics; who is affected and how; community readiness to address sexual violence; attitudes, norms and behaviours that support sexual violence; community networks; and communication channels used by different segments of the community for sharing information about sexual violence.

- **Identify and engage community decision-makers, gatekeepers and allies** to foster buy-in and local ownership of sexual violence prevention efforts, and build on local expertise and resources.

- **Identify partners with capacity** to co-design, implement, manage and monitor sexual violence prevention communication and mobilization interventions.

Programming during ongoing response and early recovery

During ongoing response and recovery in protracted settings, COs can implement multi-pronged communication and mobilization interventions to develop and reinforce positive attitudes and norms that foster gender-equitable and non-violent social norms and that catalyse community-led action to prevent sexual violence. Components of multi-pronged communication and mobilization interventions include:

- **Public information and education campaigns** to build knowledge and raise awareness about the health, legal and human rights dimensions of sexual violence and other forms of GBV; help break the silence that surrounds GBV; and contribute to creating community dialogue about gender roles, relations and equality, the use and abuse of power, and GBV;

- **Small group education** to build individual knowledge, skills and dialogue about violence, discrimination, gender roles, relations and inequality and to promote equal and respectful relationships within the community;

- **Edutainment** – combining education with entertainment – to share messages and challenge perceptions, expectations and assumptions about gender norms and reinforce attitudes and behaviours that prevent sexual violence;

- **Participatory community discussions** to stimulate dialogue and questioning of harmful social norms related to sexual violence and catalyse community action to adopt positive norms and behaviours that support equality, safety and dignity for everyone in the community, especially girls and women;

- **Support for community action** to create 'zero tolerance of sexual violence' policies and practices within community structures and institutions to reinforce positive norm and behaviour change; and

- **Support to law reform and policy initiatives** to protect girls and women from sexual violence and prevent it from occurring.

Resources

Key resources on strategic communication for behaviour and social change

General

▶ **Communication for Humanitarian Action Toolkit (CHAT): Working Version**
UNICEF (May 2015)
<www.unicefinemergencies.com/down loads/eresource/docs/Communication% 20for%20Development/6-C4D-CHAT_ Proof-2.pdf>

▶ **Communication for Development: Strengthening the Effectiveness of the United Nations**
UNDP (2011)
<www.unicef.org/cbsc/files/Inter-agency_ C4D_Book_2011.pdf>

▶ **Behaviour Change Communication in Emergencies: A Toolkit**
UNICEF (2006)
<www.unicef.org/cbsc/files/BCC_ Emergencies_full.pdf>

▶ **Strategic Communication for Behaviour and Social Change in South Asia**
UNICEF South Asia Regional Office (2005)
<www.unicef.org/cbsc/files/Strategic_ Communication_for_Behaviour_and_ Social_Change.pdf>

▶ **Development Communication Sourcebook: Broadening the Boundaries of Communication**
World Bank (2008)
<http://siteresources.worldbank.org/ EXTDEVCOMMENG/Resources/ DevelopmentCommSourcebook.pdf>

Websites

▶ **UNICEF Communication for Development**
<www.unicef.org/cbsc/>

▶ **UNICEF Communication for Development in Emergencies**
<www.unicefinemergencies.com/down loads/eresource/Communication_for_ Development.html>

▶ **C-Change Innovative Approaches to Social and Behaviour Change Communication**

Communication for GBV prevention

▶ **Social Norms Marketing Aimed at Gender-Based Violence: A literature review and critical assessment**
International Rescue Committee (2013)
<www.eldis.org/go/home&id=62687&type =Document#.WMiCEFWGPlV>

▶ **Gender-Based Violence: A qualitative exploration of norms, experiences and positive deviance**
Population Council (2013)
<www.popcouncil.org/uploads/pdfs/2013 RH_IndiaGBVExploration.pdf>

▶ **Changing Discriminatory Norms Affecting Adolescent Girls Through Communication Activities: Insights for policy and practice from an evidence review**
Overseas Development Institute (2014)
<www.odi.org/publications/8537-changing -discriminatory-norms-affecting-adolescent -girls-through-communications-activities -insights-policy-practice-evidence-review>

▶ **Gender Equality in the Information Society: A review of current literature and recommendations for policy and practice**
IT for Change and Department for International Development (2014)
<www.eldis.org/vfile/upload/4/document/ 1409/Gender%20and%20ICTs%20briefing %202014.pdf>

▶ **On Norms and Agency: Conversations about gender equality with women and men in 20 countries**
World Bank (2014)
<http://elibrary.worldbank.org/doi/abs/ 10.1596/978-0-8213-9862-3>

▶ **Engaging men and boys in changing gender-based inequity in health: Evidence from programme interventions**
World Health Organization (2007)
<www.who.int/gender/documents/ Engaging_men_boys.pdf>

Gao, Mali

Determinants of sexual violence prevention

Guidance in this section of the GBViE Programme Resource Pack draws on UNICEF's **determinant framework:** a systems-based model for identifying conditions in the regulatory environment, as well as conditions in supply and demand for programmes and services, that must be fulfilled for sexual violence to be prevented.

Applying the determinants framework to GBV prevention in emergencies enables COs to systematically analyse capacities, gaps and bottlenecks in social norms, the regulatory environment, and formal and informal systems for prevention, including at the community level.

Therefore, in addition to communication interventions to transform harmful attitudes and norms that underpin sexual violence and

create action to prevent sexual violence, COs must also consider environment-building and other determinants of programme effectiveness when planning interventions. Key determinants COs should consider when planning sexual violence prevention programmes include:

- **An enabling environment for behaviour and social change for sexual violence prevention –** a supportive legal and policy environment; adequate technical and management capacity; adequate funding for implementation, monitoring and evaluation of sexual violence prevention programmes, and the need to foster gender-equitable, non-violent social norms.

- **Supply of holistic prevention interventions –** delivery of relevant multi-pronged communication and other prevention activities that aim to change harmful attitudes and norms and catalyse community action against sexual violence.

- **Demand for change –** community demand for and acceptance of new ideas and norms, as well as community participation in prevention programming activities.

- **Quality of programmes –** the quality of sexual violence prevention initiatives in line with good practice principles.

The following table provides more detail and examples for each of these determinants. COs can use this as a guide when undertaking a **determinant analysis**.

Key determinants of effective sexual violence prevention programming in emergency-affected contexts

Determinant	Outcomes
Enabling environment	
1. Social norms	Interventions foster gender-equitable, non-violent social norms.
2. Legislation/policy	Government has adequate commitment and capacity for strengthening legal frameworks and policy interventions against sexual violence.
3. Budget/expenditure	Formative research, multi-pronged communication strategies and impact evaluations are adequately funded.
4. Management/coordination	Partners have adequate technical and functional capacity to undertake formative research for, design, manage and monitor communication and mobilization programmes.
Supply	
5. Availability of multi-pronged communication services	A locally specific, multi-component prevention strategy is designed and delivered in partnership with community stakeholders to foster gender-equitable, respectful, non-violent norms and behaviours.
Demand	
6. Access	Community members participate in communication and mobilization activities and find them useful and relevant.
7. Social and cultural practices and beliefs	Communities are receptive to new ideas and to adopting gender-equitable norms and behaviours that foster respect, safety and dignity for girls and women.
Quality	
8. Quality of interventions	Interventions are delivered in line with good practice principles for GBV programming and are based on a survivor-centred approach.

Stakeholders in sexual violence prevention programming

CO GBV, CP and partner staff need to work collaboratively with various stakeholders to prepare for, plan and manage safe and effective sexual violence prevention interventions. Key stakeholders include: women, men, girls and boys; community organizations and groups; religious, traditional and other opinion leaders; GBV response services and other community institutions; national and local authorities; and the media.

Principles for Working with Men and Boys

- Women, men girls and boys
- Community organizations and groups
- Religious, traditional and other opinion leaders
- GBV response services and community institutions
- National and local authorities
- Media

Sexual Violence Prevention

Women, men, girls and boys

It is essential to engage people of different ages and genders to effect change in GBV-supportive attitudes, norms, behaviours and practices. Discriminatory gender norms are reproduced and reinforced not only by men and boys, but by women and girls as well. These gender norms are taught to children from infancy, so younger and older people, males and females all need to be actively involved as key stakeholders and change agents in prevention efforts for sustainable transformation and change.[16]

Information must be gathered regarding different gender- and age-based perspectives on community attitudes, norms and behaviours prior to designing effective communications strategies to promote positive norms and build gender-equitable relationships.

Working with men is essential for transforming unequal power relations. This must be done in line with good practice and **principles for working with men and boys** to build girls' and women's equality and rights so as not to reinforce unequal power relations.[17]

Community organizations and groups

Many different groups, networks and organizations in the community have important roles to play in supporting more equal and protective norms and creating safer communities for girls and women. These include community-based organizations working on women's and children's rights and protection; faith groups; youth groups; HIV/AIDS networks; community development groups; and many others. Some groups may already be working on preventing violence, exploitation and abuse or promoting gender equality, and it is important to build alliances with, learn from and support existing community efforts and change agents.

16 Jewkes, R., M. Flood and J. Lang, 'From work with men and boys to changes of social norms and reduction of inequities in gender relations: A conceptual shift in prevention of violence against women and girls', *The Lancet*, Violence Against Women and Girls Series, Paper 3, 2014.
17 Department for International Development, 'Practical Guide on Community Programming on Violence against Women and Girls', Violence Against Women and Girls How-to Note 2, DFID, London, 2012.

Religious, traditional and other opinion leaders

Respected and influential community members help to shape the beliefs and attitudes of others in the community. Influential people can also quickly communicate new ideas, innovations and behaviours for preventing GBV.[18] Respected religious, traditional and opinion leaders can promote and motivate change, model positive behaviours, reinforce new norms and rules, and encourage others in the community to take action against sexual violence. Opinion leaders include those in positions of authority, such as community and elected leaders; however, it is important to also consider others who may be influential allies, such as respected business leaders, others from the private sector, teachers, doctors, sportspeople and other professionals.

GBV response services and other community institutions

An essential prerequisite for prevention programming, in line with ethical and safe practice, is ensuring the existence of good quality health, psychosocial and safety services for GBV survivors. In addition to supporting girls and women already affected by violence, community services and institutions (such as schools, faith-based institutions, and health, social service, law enforcement and judicial services) also play a powerful role in influencing community attitudes and norms and preventing violence. Religious institutions, for example, can be vital allies in shifting norms around violence against girls and women and can play a key role in defending girls and women whose rights have been violated.

Developing commitments to preventing GBV within these institutions – and supporting them in instituting policies and actions that establish zero tolerance toward sexual violence and other forms of GBV – helps to create an enabling environment for change. The recovery phase after a disaster or during post-conflict reconstruction, during which community services and institutions are being rebuilt, offers a strategic opportunity for introducing positive changes within institutional policies and practices.

National and local authorities

UNICEF works to strengthen the commitment and capacity of the State to prevent and respond to sexual and other gender-based violence. Local and national authorities are key stakeholders in all prevention efforts, particularly programme components focused on strengthening the legal and policy environment for prevention, protection and response.

Media

Media sources – such as privately and publicly owned mass media outlets, journalists, radio announcers and other employees – play a key role in communicating information, stimulating and shaping public discussion and debate, and reinforcing positive attitudes and behaviours that stop sexual violence.

Port-au-Prince, Haiti

18 Valente, T., *Social Networks and Health, Models, Methods and Applications*, Oxford University Press, New York, 2005.

Resources

General resources on engaging men and boys

▶ **Adolescent Boys and Young Men: Engaging them as supporters of gender equality and health and understanding their vulnerabilities**
Promundo and UNFPA (2016)
<www.unfpa.org/sites/default/files/pub
-pdf/Adolescent_Boys_and_Young_Men
-SINGLE_PAGES-web.pdf>

▶ **Working with Men and Boys to End Violence Against Women and Girls: Approaches, Challenges, and Lessons**
USAID (2015)
<www.usaid.gov/sites/default/files/
documents/1865/Men_VAW_report_
Feb2015_Final.pdf>

▶ **Engaging Men & Boys to End Violence Against Women: An annotated bibliography of online resources**
Learning Network, Centre for Research and Education on Violence Against Women and Children (2013)
<www.vawlearningnetwork.ca/sites/
vawlearningnetwork.ca/files/Engaging_
Men_Annotated_Bibliography.pdf>

▶ **Virtual Knowledge Centre to End Violence Against Women and Girls**

   ◦ Men and Boys Module

   UN Women (2012)
   <www.endvawnow.org/en/modules/
   view/9-men-boys.html>

▶ **Institute for Development Studies: Men, Boys and Gender Equality Resources**
<http://menandboys.ids.ac.uk/>

Working with the media

▶ **Best Practices in Trauma Reporting**
Dart Center for Journalism and Trauma (2005)
<https://dartcenter.org/sites/default/files/
da_best_practices_0_1.pdf>

▶ **Documenting Rape in War**
Dart Center for Journalism and Trauma (2011)
<https://dartcenter.org/content/covering
-sexual-violence-in-conflict>

▶ **Reporting on Sexual Violence Tip Sheet**
Dart Center for Journalism and Trauma (2011)
<https://dartcenter.org/sites/default/
files/sexual%20violence%20tipsheet_
final_27.08.11.pdf>

▶ **Resources for Intimate Partner Violence, Tip Sheets**
Dart Center for Journalism and Trauma (2011)
<https://dartcenter.org/resources?topic[0]
=72&type[0]=16>

▶ **Conducting Interviews with Survivors of Sexual and Gender-Based Violence**
WITNESS and Dart Center for Journalism and Trauma (2013)
<https://library.witness.org/product/guide
-to-interviewing-survivors-of-sexual-and
-gender-based-violence/>

▶ **Eleven Ways to Boost Your Work with News Media: How you can help the media report prevention of violence against women**
Domestic Violence Victoria (2016)
<http://apo.org.au/node/63545>

▶ **Reporting on Gender-Based Violence in the Syria Crisis: Good practices in the media**
UNFPA (2016)
<www.unfpa.org/publications/reporting
-gender-based-violence-syria-crisis-good
-practices-media>

▶ **Reporting on Gender-Based Violence in the Syria Crisis: A journalist's handbook**
UNFPA (2015)
<www.unfpa.org/resources/reporting
-gender-based-violence-syria-crisis
-journalists-handbook>

▶ **Nine Ethical Principles: Reporting Ethically on Gender-Based Violence in the Syria Crisis**
UNFPA (2015)
<www.unfpa.org/resources/nine-ethical
-principles-reporting-ethically-gender
-based-violence-syria-crisis#sthash.5x
KaqtUD.dpuf>

Steps in sexual violence prevention programming

The following are key considerations, information and resources to help COs and partners conduct formative research for, design, implement and monitor multi-pronged communication interventions to change harmful attitudes and norms and encourage community action to prevent sexual violence. There are three steps:

Step 1: Assessment and design
        1.1 – Comprehensive situation assessment
        1.2 – Results-based programme design

Step 2: Implementation
        2.1 – Enshrining protection rights and responsibilities to address sexual violence
                in legislation and policy
        2.2 – Codifying and harmonizing customary law
        2.3 – Implementing communication strategies to change harmful attitudes and norms
        2.4 – Mobilizing community action to promote positive norms and action for
                preventing and responding to sexual violence
        2.5 – Fostering participation and demand for change

Step 3: Monitoring
        3.1 – Adopting a participatory approach to monitoring
        3.2 – Selecting indicators to monitor sexual violence prevention programmes

Step 1: Assessment and design

1.1 Comprehensive situation assessment

Sexual violence prevention interventions require formative research so that they are safe, effective, and tailored and relevant to the context. An assessment aims to collect and analyse *relevant detailed information about multiple aspects of sexual violence in the context* to inform programme design, monitoring and evaluation. Given UNICEF's role and mandate in supporting the State and building national systems and capacity, comprehensive assessments for prevention programming emphasize the collection and analysis of information related to national and community systems, paying attention to the legal and regulatory environment and systems for addressing sexual violence.

Assessing the context for sexual violence prevention involves collecting and analysing information about:

- **The legal and policy environment** related to sexual violence in the country/context to identify areas for system-strengthening through reform or implementation support (in many settings, this may include customary legal norms as well as formal legal norms);

- **Capacity and gaps in availability, accessibility and quality** of GBV response services to identify areas for capacity-building;

- **Community capacities, coping strategies and responses** to sexual violence; and

- **Community attitudes, beliefs and behaviours** in relation to sexual violence to inform communication and mobilization strategies.

Formative research for communication interventions for sexual violence prevention is important to: [19]

- Identify harmful and positive attitudes and norms in the community, including those related to gender roles, masculinity, violence, gender discrimination and the perpetration of sexual violence;

- Identify different target groups, as well as the preferred communication channels for each; [20]

- Assess the influence of various actors and opinion leaders in the community and the ways in which information flows among them;

- Develop and test messages and materials so that they are relevant, accessible, relatable and motivational; [21] and

- Establish baseline information against which changes in attitudes, norms and behaviours can be measured.

COs and partners should consider conducting formative research in partnership with communication specialists, as well as with community stakeholders. [22]

Tools

See **Kit 2: Assessment** for more information and tools for conducting comprehensive GBV assessments.

Resources

▶ **Communities Care: Transforming Lives and Preventing Violence Toolkit**
UNICEF (2014)

▶ **Researching Violence Against Women: A Practical Guide for Researchers and Activists**
PATH/World Health Organization (2005)
<whqlibdoc.who.int/publications/2005/9241546476_eng.pdf>

▶ **Using Participatory Methods for Researching Violence Against Women: An Experience from Melanesia and East Timor**
Australian Agency for International Development (2008)
<www.aes.asn.au/images/stories/files/conferences/2009/Papers/Ellsberg,%20Mary.pdf>

▶ **Gender-based Violence Tools Manual**
Reproductive Health Response in Conflict Consortium (2004)
<http://reliefweb.int/report/world/gender-based-violence-tools-manual-assessment-program-design-monitoring-evaluation>

▶ **Compendium of Gender Scales for Assessing Gender-Related Attitudes and Beliefs**
  ◦ Women's Empowerment Scale
  ◦ Gender Beliefs Scale
  ◦ Gender Equitable Men (GEM) Scale
  ◦ Gender Norm Attitudes Scale
  ◦ Gender Relations Scale
  ◦ Household Decision-Making Scale

<https://www.c-changeprogram.org/content/gender-scales-compendium/index.html>

▶ **Ethical and Safety Guidelines for Researching, Monitoring and Documenting Sexual Violence in Emergencies**
World Health Organization (2007)
<www.who.int/gender/documents/OMS_Ethics&Safety10Aug07.pdf>

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19 United Nations Children's Fund, 'Strategic Communication for Behaviour and Social Change in South Asia', UNICEF South Asia Regional Office, 2005; Usdin, S., et al., 'Achieving Social Change on Gender-based Violence: A Report on the Impact Evaluation of Soul City's Fourth Series,' *Social Science & Medicine,* vol. 61, 2005, pp. 2434–45; and Barker, G., C. Ricardo and M. Nascimento, 'Engaging men and boys in changing gender-based inequity in health: Evidence from programme interventions', World Health Organization, Geneva, 2007.
20 World Bank, 'Participatory Communication: A Practical Guide', World Bank, Washington D.C., 2009.
21 Centre for Research and Education on Violence Against Women and Children, 'Social Marketing and Prevention of Violence Against Women', Violence Against Women Learning Network Canada, London, Ontario, 2014.
22 Promundo and International Centre for Research on Women, 'Engaging men to prevent gender-based violence: A multi-country intervention and impact evaluation study', Instituto Promundo, Washington D.C., 2012.

Moroto District, Uganda

1.2 Results-based programme design

Three priority actions for COs and partners to take that will help in the design and measurement of safe and effective interventions to prevent sexual violence include:
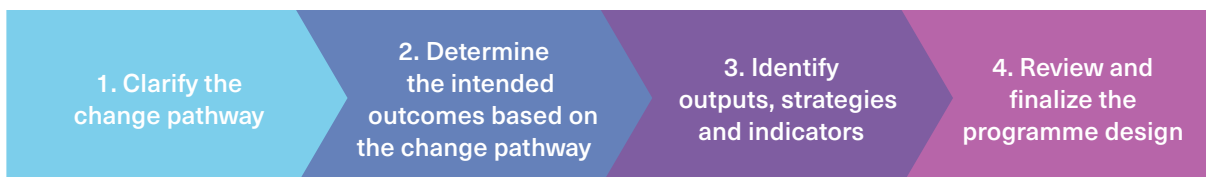
a) **Apply a results-based approach to programme design;**

b) **Plan for evaluation from the beginning; and**

c) **Consider and mitigate risks and unintended consequences.**

a) Apply a results-based approach to programme design

COs should apply a structured approach to programme design so that:

✔ Interventions are based on a logical pathway for creating change;

✔ Interventions are results-oriented, and intended changes are clearly identified; and

✔ Changes are measurable.

Working closely with stakeholders throughout each of the following four steps of the programme design process will help to ensure results-based sexual violence prevention programming.

1. Clarify the change pathway → **2. Determine the intended outcomes based on the change pathway** → **3. Identify outputs, strategies and indicators** → **4. Review and finalize the programme design**

1. **Clarify the change pathway that will lead to a reduction in sexual violence.** GBV prevention is a relatively new field of practice, particularly in emergency-affected settings. While there is emerging evidence that carefully designed communication and mobilization interventions can be effective in preventing different forms of GBV, including sexual violence and female genital mutilation/cutting (FGM/C), there is little concrete information about which interventions can be most effective.

COs and partners therefore need to work with stakeholders to **carefully map the drivers of sexual violence** in the community and **identify the pathway** to creating positive change. Strategies to consider when mapping the drivers of the problem and the potential change pathway include:

- **Promoting legislation, national policies and programmes** that criminalize sexual violence and protect women and children;

- **Promoting attitudes and social norms** that support respectful, equitable and non-violent relationships between men and women; and

- **Initiatives that create demand and encourage community support and action** against sexual violence.

Tools

Preventing Sexual Violence Tool 1: Guide for Developing a Change Pathway

2. **Determine the intended outcomes** from the intervention based on the change pathway.

3. **Identify outputs, strategies and activities** for achieving the outcomes, as well as **indicators** for measuring progress during implementation.

4. **Review and finalize the programme design**, ensuring its alignment with best

practices, ethics and safety. Don't forget to consider how the programme will be monitored and evaluated as part of programme design (see the following).

Tools

Preventing Sexual Violence Tool 2: Sample Results Framework

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b) Plan for evaluation from the beginning

GBV prevention in emergency-affected settings is an emerging field of practice. Every intervention provides a valuable opportunity to learn what works and how for preventing GBV in different settings. This information can support scaling-up of strategies that prove to be effective in the setting where they are piloted; it can also support the adaptation of interventions to other emergency-affected contexts. While it may not always be viable to demonstrate the impact of an intervention on the incidence rate of sexual violence, every effort must be made to measure shifts in attitudes, norms and behaviours wherever possible.

Evaluations require planning, adequate funding and collection of baseline data against which change can be measured. Deciding when and how to evaluate a sexual violence prevention intervention must be planned during programme design to ascertain the degree to which it has created positive change in norms and behaviours. CP and GBV specialists must have a good understanding of the purpose and process of outcome and impact evaluations, as well as knowledge and skills to plan and manage them.

Tools

See **Kit 4: Evaluation** for more information on planning and managing GBV outcome and impact evaluations in emergencies.

c) Consider and mitigate risks and unintended consequences

Stimulating dialogue and debate about sexual violence in communities involves confronting issues of gender, power, inequality and violence. While discussing and challenging beliefs, attitudes and norms that enable sexual violence is an important part of breaking the silence, this needs to be done sensitively and with regard to the potential backlash and risks that may arise.

COs and partners must work closely with community stakeholders during assessment and design, as well as throughout implementation, to minimize safety problems or unintended negative consequences of interventions. Assessing and managing risks that arise from GBV programmes is an ongoing responsibility for COs, as situations change and problems may only become apparent during the life of the programme.[23]

Raising awareness about sexual violence can encourage survivors to speak out or seek help for the first time, and UNICEF prevention programmes must always be linked with response systems so that GBV care, support and protection services are in place to respond to any increase in demand.

Tools

Preventing Sexual Violence Tool 3: Risk Management Checklist and Planning Template

Step 2: Implementation

The specific strategies to prevent sexual violence in each setting will be selected based on the locally developed change pathway and the operational context. For example, in some countries, law reform will be a component of UNICEF prevention programming, while in other settings it may not, such as settings where there is already a strong legal framework in place or where other actors are already supporting law reform efforts.

The following information is therefore not a prescriptive list of intervention strategies, but rather a guide to key components of comprehensive intervention.

Approaches include:

2.1 Enshrining protection rights and responsibilities to address sexual violence in legislation and policy;

2.2 Codifying and harmonizing customary law;

2.3 Implementing communication strategies to change harmful attitudes and norms, including public information and education campaigns, gender transformative small group education, edutainment, and facilitated community discussion and dialogue;

2.4 Mobilizing community action to promote positive norms and action for preventing and responding to sexual violence, including working with local authorities, traditional leaders, faith-based institutions, schools, health and social services, and formal and informal justice systems; and/or

2.5 Fostering participation and demand for change.

2.1 Enshrining protection rights and responsibilities in legislation and policy

Reforming criminal, civil and customary laws so they recognize and reflect girls' and women's rights to live free from all forms of sexual violence and afford them legal protections is an important violence prevention

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23 Women's Refugee Commission, *A Double-edged Sword: Livelihoods in Emergencies – Guidance and Tools for Improved Programming,* WRC, New York, 2014.

Bangui, Central African Republic

strategy.[24] Supporting law reform may not be appropriate in all settings – for example, in situations where there is adequate legislation in place or where law reform is already underway. However, in fragile settings where UNICEF and other agencies are supporting State-building efforts, including law and justice sector reform, COs can contribute to inter-agency advocacy efforts and take other action to help enshrine girls' and women's rights to protection from sexual violence in criminal, civil or customary legal codes.

In stabilized situations, a CO can support the development of legislation that criminalizes all forms of sexual violence and other forms of GBV in line with regional and international law and human rights standards. Law reform efforts should address all laws with a bearing on GBV, including those pertaining to marriage and families, property rights, and custody and protection of children.

A country's criminal and civil laws and procedures should:

- Recognize all forms of GBV, including all forms of sexual violence, and provide clear definitions;

- Contain guidelines for appropriate means of holding perpetrators accountable and protecting and compensating survivors;

- Clarify the jurisdictions, roles and relationships between formal and informal justice systems; and

- Ensure evidentiary rules do not discriminate against girls and women.

See the following case study on UNICEF Jordan's and UNICEF Somalia's work to strengthen the legal and policy framework for GBV.

24 Heise, L., 'What Works to Prevent Partner Violence: An Evidence Overview', Strive, London, 2011.

Strengthening the legal and policy framework for GBV in Jordan and Somalia

Jordan

In Jordan, UNICEF's GBV advocacy was aimed at the development of a legal and policy framework which was survivor-centred and conformed to international standards and good practice. One of the country programme outcomes was: *improved legal and policy framework prevents and responds to violence, exploitation and neglect*. Within this area of work, as of 2016, UNICEF and partners had:

- Supported the revision of the National Framework for Domestic Violence to bring it into alignment with international standards, in particular regarding compliance with a survivor-centred approach;

- Supported revision of the Domestic Violence draft law; and

- Supported substantial amendments to Article 308 of the Penal Code, including no pardon for rape perpetrators if they marry the victim.

Moving forward, the CO made plans to provide technical support to ensure practical implementation of existing and revised laws and policies in partnership government and key national civil society organizations.

Somalia

While the provisional constitution of the Federal Republic of Somalia, Article 15 [2] and [4], prohibited all forms of violence against women including female genital mutilation/cutting (FGM/C),[25] these protections were not reflected within a comprehensive penal code.[26] Rape, for example, was not considered a crime against an individual but a lesser category of 'crime against morality.' There were no clear guidelines for prosecution of rape or other GBV cases. Survivors who came forward were often blamed for the attacks against them, and they themselves would often be charged with crimes such as prostitution should they report. In addition, each zone operated semi-autonomously in regards to passing laws, which meant different zones were at different stages of legal reform and advocacy was required at multiple levels.

Efforts to strengthen the legal environment around GBV, supported by UNICEF, focused on developing two laws:

- The FGM Bill and the Sexual Offences Bill have both been drafted and submitted to the parliament for review. Puntland has outlawed all forms of FGM. At the federal level (Central South Zone), the FGM Bill was submitted to Parliament, calling for total abandonment of all forms of FGM; however, it was approved with only the abandonment of Pharaonic – type III – FGM (still allowing types I and II). The Ministry of Women, Human Rights, and Development and FGM advocacy groups, therefore, planned to resubmit the bill and continue lobbying efforts to outlaw all forms of FGM.

- The Sexual Offences Bill would be the first comprehensive law on sexual violence in Somalia.

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25 Article 15 [2]: "Every person has the right to personal security, and this includes: the prohibition of illegal detention, all forms of violence, including any form of violence against women, torture, or inhumane treatment." Article 15 [4]: "Female circumcision is a cruel and degrading customary practice, and is tantamount to torture. The circumcision of girls is prohibited."
26 The penal code in Somalia is an antiquated system put in place by European colonizing forces, dating back to the 1930s.

UNICEF COs can also prevent sexual violence through assisting in the development and implementation of national policies, programming and frameworks, such as national action plans to prevent violence against children and women. UNICEF COs should always seek opportunities to strengthen formal child protection frameworks and systems response to reflect the needs and rights of child survivors of sexual violence.

Resources

▶ **Handbook on Legislative Reform: Realizing Child Rights**
UNICEF (2008)
<www.unicef.org/crc/files/Handbook_on_Legislative_Reform.pdf>

▶ **Justice in Matters Involving Child Victims and Witnesses of Crime: Model Law and Related Commentary**
UNDOC and UNICEF (2009)
<www.unicef.org/albania/Justice_in_matters.pdf>

▶ **Legislative Reform on Selected Issues of Anti-Gender Discrimination and Anti-Domestic Violence: The impact on children**
UNICEF (2009)
<www.unicef.org/policyanalysis/files/Legislative_Reform_on_Selected_Issues_of_Anti-Gender_Discrimination_and_Anti-Domestic_Violence_-_the_Impact_on_Children.pdf>

▶ **Virtual Knowledge Centre to End Violence Against Women and Girls**
  ○ Legislation Module
UN Women (2012)
<www.endvawnow.org/en/modules/view/8-legislation.html>

▶ **Handbook for National Action Plans on Violence Against Women**
UN Women (2012)
<www.un.org/womenwatch/daw/vaw/handbook-for-nap-on-vaw.pdf>

▶ **Engaging Men in Public Policies for the Prevention of Violence Against Women and Girls**
UN Women, UNFPA, EME/CulturaSalud and Promundo (2016)
<http://endvawnow.org/uploads/tools/pdf/1470922012.pdf>

▶ **Handbook for Legislation on Violence Against Women**
UN Department of Economic and Social Affairs (2010)
<www.un.org/womenwatch/daw/vaw/handbook/Handbook%20for%20legislation%20on%20violence%20against%20women.pdf>

▶ **Do Our Laws Promote Gender Equality? A Handbook for CEDAW-based Legal Reviews**
UN Women (2012)
<http://asiapacific.unwomen.org/en/digital-library/publications/2012/8/do-our-law-promote-gender-equality-cedaw-bahasa>

2.2 Codifying and harmonizing customary law

In many settings, cases of sexual violence are dealt with through customary law and other community-based justice and alternative dispute resolution mechanisms. This is often due to their greater accessibility to survivors, and to community preferences for resolving problems.[27]

Customary and other informal justice systems are often the only mechanism available to girls and women in communities. While they are important and culturally significant social institutions, there are well-reported concerns that arise from informal justice systems, including: [28]

• They do not always give those participating the chance to be heard or adequately represented;

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27 United Nations Entity for Gender Equality and the Empowerment of Women, *Progress of the World's Women: In Pursuit of Justice*, UN Women, New York, 2011.
28 United Nations Entity for Gender Equality and the Empowerment of Women, United Nations Children's Fund and United Nations Development Program, *Informal Justice Systems: Charting a course for human rights-based engagement*, UN Women, New York, 2013.

- They sometimes make decisions that are inconsistent with basic principles of human rights – for example, by imposing cruel and inhumane forms of punishment such as flogging or banishment – or that perpetuate the subordination of women or the exploitation of children;

- They sometimes hold individuals accountable to broader social interests by restricting freedoms, such as forcing a girl who has been raped to marry the perpetrator;

- They can reflect and reinforce the unequal power relations in the wider community in which women and children have fewer rights and agency;

- They are not always suitable for some types of disputes, such as serious crimes or those involving authorities; and

- There is not always sufficient accountability and interface between informal and formal justice systems (e.g., lack of transparent procedures or documentation of the outcome reached).

COs can advocate and provide funding and technical support for the codification of customary laws to ensure they are aligned with State laws and international norms to eliminate discriminatory practices, reduce subjective outcomes, and reduce penalties that punish or further harm survivors of GBV, such as forced marriage to the perpetrator of rape. COs can also support efforts to engage customary and religious leaders in human rights and GBV sensitization and advocate on behalf of survivors.

Resources

▶ **Informal Justice Systems: Charting a course for human rights-based engagement**
UN Women, UNICEF and UNDP (2013)
<www.unwomen.org/en/digital-library/publications/2013/1/informal-justice-systems-charting-a-course-for-human-rights-based-engagement>

▶ **Virtual Knowledge Centre to End Violence Against Women and Girls**
  ○ Justice Module
UN Women (2012)
<www.endvawnow.org/en/modules/view/7-justice.html>

2.3 Implementing communication strategies to change harmful attitudes and norms

Four communication activities that can contribute to transforming harmful attitudes and norms that support sexual violence are:

a) **Public information and education campaigns to build public awareness, increase knowledge and create public discussion;**

b) **Gender transformative small group education to build individual knowledge, skills, reflection and dialogue;**

c) **Edutainment to foster public dialogue and model positive norms and behaviours; and**

d) **Facilitated community discussions to generate dialogue across the community.**

a) Public information and education campaigns

While it is not sufficient to only raise awareness in the community about sexual violence, community information and education campaigns do play an important role in sexual violence prevention by:

- Helping to break the silence that surrounds sexual violence and sharing facts about it, including health and human rights dimensions;

- Informing people about the availability of help, legal rights and/or protections from sexual violence, and what is being done to address the issue;

- Putting the issue of sexual violence in the public domain as a first step in preparing communities for discussion, debate and dialogue; and

- Reinforcing and supporting changes brought about through more intensive communication approaches, such as group education and community dialogue.[29]

COs and partners should include information and education campaigns as one component of a comprehensive communication strategy to foster social norm change and catalyse community action against sexual violence. Information and education campaigns must be based on clearly defined objectives; use careful targeting; and pre-test all messages, as some images or messages can inadvertently reinforce harmful norms, even when they are trying to do the opposite.[30]

Public information and education campaigns can adopt participatory approaches, and different channels and messages should be used for different audiences. For example, specific messages may target men and women, young people, decision-makers and other influencers.[31] Communication channels commonly used for information and education campaigns include:

- **Print media** such as pamphlets, billboards, posters, comic books and stickers;

- **Electronic media** such as radio, television, film and video;

- **Community channels** such as street theatre, song and dance; and

- **Social media** or internet-based tools that allow people to create, share or exchange information, ideas, pictures and videos in virtual communities and networks.

When developing information and communication materials for sexual violence prevention information and education campaigns, it is important to consider the following:[32]

- When diffusion of ideas, rules and behaviours starts with opinion leaders, the news spreads more rapidly.

- Who is the audience for the information? Does information need to be communicated to the whole community or to a particular group? Whose opinions matter regarding particular behaviours and the need to change to prevent sexual violence?

- The people sharing the information should not address others in a top-down way; instead, they should find common ground and encourage discussion and debate.

- Using more than one method of communication will increase the chance that the information and ideas for preventing sexual violence will spread and be adopted by others. Channels of communication may be interpersonal, community-based or part of the mass media.

- Communication about sexual violence should not show girls and women in undignified and powerless ways or boys and men as highly aggressive or violent, as this can reinforce harmful beliefs and norms rather than shift them.

- The local media can be an important resource for mobilizing community support and activity. It can be especially important for informing the community about available services, how to gain access to them and the progress of the campaign against sexual violence.

29 Marcus, R. and E. Page, Changing discriminatory norms.
30 Paluck, E. and L. Ball, *Social norms marketing aimed at gender based violence: A literature review and critical assessment*, International Rescue Committee, New York, 2013.
31 Marcus, R. and E. Page, Changing discriminatory norms.
32 United Nations Children's Fund*, Communities Care: Transforming Lives and Preventing Violence Toolkit, Part 4: Catalysing Change*, UNICEF, New York, 2014, pp. 51–52.

▶ **Communication for Humanitarian Action Toolkit (CHAT): Working Version**
UNICEF (May 2015)
<www.unicefinemergencies.com/down loads/eresource/docs/Communication %20for%20Development/6-C4D-CHAT_ Proof-2.pdf>

▶ **Communication for Development: Strengthening the effectiveness of the United Nations**
UNDP (2011)
<www.unicef.org/cbsc/files/Inter-agency_ C4D_Book_2011.pdf>

▶ **Behaviour Change Communication in Emergencies: A Toolkit**
UNICEF (2006)
<www.unicef.org/cbsc/files/BCC_ Emergencies_full.pdf>

▶ **Strategic Communication for Behaviour and Social Change in South Asia**
UNICEF South Asia Regional Office (2005)
<www.unicef.org/cbsc/files/Strategic_ Communication_for_Behaviour_and_ Social_Change.pdf>

▶ **Development Communication Sourcebook: Broadening the Boundaries of Communication**
World Bank (2008)
<http://siteresources.worldbank.org/ EXTDEVCOMMENG/Resources/ DevelopmentCommSourcebook.pdf>

Websites

▶ **UNICEF Communication for Development**
<www.unicef.org/cbsc>

▶ **UNICEF Communication for Development in Emergencies**
<www.unicefinemergencies.com/down loads/eresource/Communication_for_ Development.html>

b) Gender transformative small group education

Participatory informal group education for men, women and adolescents can build knowledge, skills, critical thinking and dialogue on gender norms, equality and violence. Such education can promote attitudinal and behavioural change to prevent sexual violence. Small group education sessions must be age-appropriate and conducted in safe environments in which men, women, boys and/or girls can speak openly about such sensitive issues.

COs and partners should implement small group education interventions using carefully tailored curriculums targeting different gender and age groups, given the differential power that girls, women, boys and men have in the household and in the community.

Transformative education for girls and women: Girls and women need the opportunity to obtain information and develop critical thinking, communication and problem-solving skills. In addition to providing helpful information, well-designed transformative education curriculums foster consciousness and dialogue about rights, responsibilities, gender relations and other power relations.[33] They also build girls' and women's functional, legal and political literacy.

While UNICEF often integrates 'transformative education' through life skills education for girls into formal and informal CP, education or HIV programming before and during emergencies, married girls and women and other marginalized groups are often unable to benefit from these programmes. COs should tailor and deliver a group education curriculum to sexual violence programme participants covering the following topics:

- Legal and human rights, including the right to live free from violence;
- Bodies and health;
- Gender, power and violence;

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33 World Bank, *Voice and Agency.*

- Effective communication and problem solving skills; and

- Leadership skills.

Information must be easy to understand and culturally appropriate, and, wherever possible. Wherever possible, COs should draw on existing locally based life skills curricula. Where it is safe to do so, education sessions can be used to provide girls and women with information on available services and resources for survivors.

Resources

▶ **Adolescent Girl Toolkit Iraq**
UNICEF and UNFPA (2017)

▶ **Life Skills – Skills for Life: A handbook**
International Federation of Red Cross and Red Crescent Societies (2013)
<http://pscentre.org/resources/life-skills-skills-for-life-a-handbook/>

▶ **Go Girls! Community-based Life Skills for Girls: A Training Manual**
Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs (2011)
<www.thehealthcompass.org/sites/default/files/project_examples/GoGirls_English_Final_Rev1.pdf>

▶ **Health and Life Skills Curriculum for Adolescent Girls**
Population Council
<www.popcouncil.org/uploads/pdfs/2013PGY_HealthLifeSkills_AGEP.pdf>

▶ **It's All One Curriculum: Guidelines and activities for a unified approach to sexuality, gender, HIV, and human rights education**
International Sexuality and HIV Curriculum Working Group
<www.popcouncil.org/research/its-all-one-curriculum-guidelines-and-activities-for-a-unified-approach-to->

▶ **Building Girls' Protective Assets**
Population Council (2016)
<www.popcouncil.org/uploads/pdfs/2016PGY_GirlsProtectiveAssetsTools.pdf>

▶ **Program M: Working with Young Women for Empowerment, Rights and Health**
Instituto Promundo, Salud y Género, ECOS, Instituto PAPAI and World Education
<https://promundoglobal.org/wp-content/uploads/2014/12/Program-M-Working-With-Young-Women.pdf>

▶ **A Non-formal Education Programme for Children and Youth to Help Stop Violence against Girls and Young Women**
World Association of Girl Guides
<www.endvawnow.org/uploads/browser/files/waggs_curriculum.pdf>

▶ **iMatter: Teaching about Puberty, Gender, and Fairness**
Population Council (2015)
<https://marketplace.mimeo.com/PopCouncil#name=13>

Transformative education for boys and men: Transformative education for men and boys is an essential component of GBV prevention. Men and boys too need the opportunity to develop knowledge, awareness and critical thinking about gender issues and communication skills.

Such educational spaces should create positive, supportive learning environment in which boys and men can critically reflect on the effects of interpersonal and collective violence, as well as reflect on and challenge inequitable gender relations and norms, power and male entitlement, and the ways in which constructions of masculinity harm and constrain girls and women as well as boys and men. The opportunity to do this may be particularly helpful in conflict-affected settings where men also have experienced significant violence, loss and disempowerment.

As with education for women and girls, boys and men should be provided the opportunity to learn about, reflect on and openly discuss:

- Legal and human rights, including the right to live free from violence;

- Bodies and health;

- Constructions of masculinity, including in peacetime and during conflict;

- Communication and problem solving skills; and

- Gender, power and violence.

CO Child Protection staff should work closely with UNICEF Education, Health and HIV sections to determine whether and how to best integrate small group education for sexual violence prevention into adolescent health and education programming. For example, content that challenges violence-supportive attitudes can be incorporated into informal health, HIV or life skills education curriculums for adolescents. Doing so can help to outreach GBV prevention to a wider audience as well as increase the effectiveness of those programmes: for instance, incorporating content on gender equality and power into adolescent sexuality and HIV education programmes makes them five times more likely to be effective than programmes that do not.[34]

⬤ Resources

▶ **iMatter: Teaching about Puberty, Gender, and Fairness**
Population Council (2015)
<https://marketplace.mimeo.com/ PopCouncil#name=13>

▶ **Programme Ra (Program H adapted for the Middle East)**
ABAAD and Promundo (2016)
<http://promundoglobal.org/wp-content/ uploads/2016/11/ProgrammeRa.pdf>

Baghdad, Iraq

34 Haberland, N., 'The Case for Addressing Gender and Power in Sexuality and HIV Education: A Comprehensive Review of Evaluation Studies', *International Perspectives on Sexual and Reproductive Health,* vol. 41, no. 1, March 2015.

- ▶ **Engaging Men and Boys in Gender Transformation: The Group Education Manual**
  The ACQUIRE Project, EngenderHealth and Promundo (2008)
  <http://promundoglobal.org/resources/engaging-boys-and-men-in-gender-transformation-the-group-education-manual/>

- ▶ **Program H: Working with Young Men**
  Promundo, ECOS, Instituto Papai, and Salud y Género (2002)
  <http://promundoglobal.org/wp-content/uploads/2014/12/Program-H-Working-With-Young-Men.pdf>

- ▶ **Journeys of Transformation: A Training Manual for Engaging Men as Allies in Women's Economic Empowerment**
  Care International in Rwanda and Promundo (2012)
  <http://promundoglobal.org/wp-content/uploads/2014/12/Journeys-of-Transformation.pdf>

- ▶ **Engaging Men Through Accountable Practice Guidance Package: Implementation Guide and Men's Curriculum**
  International Rescue Committee
  <http://gbvresponders.org/prevention/emap-tools-resources/>

Edutainment

- ▶ **Living Peace Groups Implementation Manual and Final Project Report: GBV Prevention and Social Restoration in the DRC and Burundi**
  Logica and Promundo (2014)
  <http://promundoglobal.org/wp-content/uploads/2014/12/Living-Peace-Groups-Implementation-Manual-and-Final-Project-Report.pdf>

- ▶ **It's All One Curriculum: Guidelines and Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights Education**
  International Sexuality and HIV Curriculum Working Group

- ▶ **Engaging Men and Boys in Gender Equality and Health: A global toolkit for action**
  UNFPA and Promundo (2010)
  <http://promundoglobal.org/wp-content/uploads/2014/12/Engaging-Men-and-Boys-in-Gender-Equality-and-Health-A-Global-Toolkit-for-Action-English.pdf>

Juba, South Sudan

c) Edutainment

'**Edutainment**' can be a powerful method for increasing knowledge about GBV and influencing change in attitudes, norms and behaviours that support GBV. Edutainment fuses education with entertainment to spread messages of anti-violence and to role model positive behaviours through television, radio and other popular forms of entertainment.[35]

Both diffusion and participatory methods can be used in edutainment, with participatory approaches commonly adopted using community channels such as street theatre,

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35 United Nations Children's Fund, 'Strategic Communication for Behaviour and Social Change in South Asia', UNICEF South Asia Regional Office, 2005; Usdin, S., et al., 'Achieving Social Change on Gender-based Violence: A Report on the Impact Evaluation of Soul City's Fourth Series,' *Social Science & Medicine*, vol. 61, 2005, pp. 2434–2445; and Barker, G., C. Ricardo and M. Nascimento, 'Engaging men and boys in changing gender-based inequity in health: evidence from programme interventions', World Health Organization, Geneva, 2007.

music, photography and video. Participatory video has been found to be an effective way of raising awareness of gender issues and promoting community dialogue and change.

▭ Resources

▶ **Edutainment: Using stories and media for social action and behaviour change**
Soul City (2013)
<www.soulcity.org.za/research/published -articles/edutainment-using-stories-and -media-for-social-action-and-behaviour -change/>

▶ **Meena ki Duniya: An Entertainment-Education Radio Programme**
UNICEF (2011)
<www.unicefiec.org/category/index/ meena-radio>

▶ **UNICEF Communication for Development Resources**
<www.unicef.org/cbsc/index_90280.html>

▶ **Participatory Theatre for Conflict Transformation Training Manual**
Search for Common Ground
<http://dmeforpeace.org/sites/default/files/ Participatory-Theatre-Manual-EN.pdf>

▶ **Community Video for Social Change: A Toolkit**
American Refugee Committee International (2011)
<www.participatorymethods.org/resource/ community-video-social-change-toolkit>

Photoksar, India

▶ **Insights into Participatory Video: A Handbook for the Field**
InsightShare (2006)
<https://sgp.undp.org/images/Insights% 20into%20Participatory%20Video%20 -%20A%20Handbook%20for%20the%20 Field%20English1.pdf>

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d) Facilitated community discussion and dialogue

UNICEF is increasingly adopting participatory facilitated discussion-based approaches to foster community dialogue and action to change harmful social norms that enable sexual violence and other forms of GBV. This approach aims to develop a critical mass of people who no longer accept GBV, who commit to changing their behaviour, and who demand accountability for perpetrators and support for survivors. Participatory, values-based discussions have proven effective in stimulating community dialogue and questioning of harmful social norms, as well as catalysing community action to prevent FGM/C, sexual violence and child marriage.

The facilitated discussion process brings people together in a safe space to build awareness about harmful consequences and human rights dimensions of GBV. It helps participants reflect on community values and agree on a vision for a peaceful and healthy community. A human rights-based approach is articulated through religious and cultural frameworks and locally relevant materials, such as religious teachings, folklore, proverbs and other shared ideals and explanatory models. The gap between human rights principles – and in many contexts, religious principles and values – and the realities for women and girls in the community is used to foster dialogue about injustice, discrimination and violence against girls and women; it is also used to help participants reflect on how GBV negatively affects the health and well-being of the community as a whole. The process then supports community

members to publicly show and act on their commitment to positive norms and actions that prevent GBV.[36]

UNICEF is continually developing and piloting community-based approaches to communication for social norms change, and COs that adopt social norms approaches in emergencies are encouraged to draw on existing materials and lessons learned as they develop interventions. See the case study on the Communities Care programme below.

Case Study

Communities Care: Transforming lives and preventing violence through social norm change

In response to the urgent need to develop and test effective strategies to prevent GBV in conflict-affected communities, UNICEF developed the *Communities Care: Transforming Lives and Preventing Violence* programme. Communities Care was premised on the idea that while armed conflict causes terrible suffering for those affected, the disruption it wreaks may also present an opportunity for positive change in social norms that can contribute to gender equality and a decrease in discrimination and GBV.

The goal of Communities Care was to create healthier, safer and more peaceful communities. It did this by working with communities to (i) improve access to care and support for sexual violence survivors and (ii) transform harmful social norms that upheld GBV into norms that promoted dignity, equality and non-violence.

Communities Care used two inter-related programme strategies. The first

was to improve timely, coordinated and compassionate care and support for survivors by strengthening community-based response. The second was to reduce tolerance for GBV within the community and catalyse community-led action to prevent it by engaging community members in facilitated discussion processes. In these discussions, community members collectively reflected on and explored values, aspirations and harmful norms that fostered violence and discrimination, while also exploring alternatives to violence and discrimination. Community members were encouraged to take concrete action to promote gender-equitable relationships in their families and communities. Communicating a commitment to gender-equitable beliefs and behaviours to others – and building an environment that supported non-violent, healthy behaviour through the adoption of laws and policies – were also vital aspects of the Communities Care change process.

Resources

▶ **Communities Care: Transforming Lives and Preventing Violence Toolkit** *UNICEF (2014)*

▶ **Shifting Social Norms to Tackle Violence Against Women and Girls (VAWG)** *Department for International Development (2016)* <www.gov.uk/government/uploads/ system/uploads/attachment_data/file/ 507845/Shifting-Social-Norms-tackle -Violence-against-Women-Girls3.pdf>

▶ **Social Norms Professional Development Pack** *GSDRC and University of Birmingham (2016)* <www.gsdrc.org/professional-dev/social -norms/>

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36 United Nations Children's Fund*, Communities Care Toolkit: Part 4,* UNICEF, New York, 2014.

Juba, South Sudan

2.4 Mobilizing community action to promote positive norms and action for preventing and responding to sexual violence

Gender-equitable, non-violent attitudes and norms are more likely to take hold and foster long-term behaviour change if they are reinforced by community support and action, as well as by-laws, rules and policies to prevent and respond to sexual violence. Interventions need to extend beyond individuals and households to include decision-makers, community institutions and services to create community-wide systemic change.[37]

Mobilizing religious, traditional and elected community leaders and officials to obtain their support and public commitment to preventing sexual violence is an important element in sexual violence prevention. COs and partners should provide technical, material and financial support to community institutions to publicly commit to sexual violence prevention and to implement a 'zero tolerance' approach

to it. COs, partners and community actors can encourage community action and institutional change by working with:

a) **Local authorities;**

b) **Traditional leaders;**

c) **Faith-based institutions;**

d) **Schools; and**

e) **Health, social service and law enforcement systems.**

a) Working with local authorities

Working with local authorities and officials can include sharing information with them about the harms and costs of sexual violence; involving them in facilitated community discussions; and advocating for them to introduce local by-laws that prohibit sexual violence and establish accountability mechanisms for perpetrators.

b) Working with traditional leaders

COs can provide information and training for traditional leaders on health, legal and human rights dimensions of sexual violence. They can also involve them in facilitated community discussions to encourage them to take a stand against sexual violence and lead community efforts to address GBV. Work with traditional leaders should also focus on ensuring that girls and women who bring sexual violence-related complaints before customary justice mechanisms are treated with dignity and in accordance with human rights principles.

Traditional leaders are often key stakeholders in community-based justice and alternative dispute resolution mechanisms. Engaging with them is an important strategy used by UNICEF to foster survivor-centred processes in community management of sexual violence cases, as well as to foster more equitable informal justice systems at the community level.[38]

37 Marcus and Page, 'Changing discriminatory norms'.
38 Shrestha, N., *Combatting Gender-Based Violence Policy Brief*, GRM International, 2013.

By providing training to community-based informal justice and alternative dispute resolution actors on human and child rights, GBV, and their role and mandate in such cases, COs can help ensure serious cases are referred to relevant authorities, followed-up on and monitored. They can also help enable appropriate resolution of minor cases at the community level.

Training for the informal sector will be context-specific, but certain general principles apply:[39]

- Training should help place informal mechanisms within the context of international human rights obligations, constitutional obligations and formal laws;

- Training should focus on girls' and women's right to be free from violence as a collective community responsibility; and

- Training should highlight the critical importance of holding offenders accountable for violence in a swift and meaningful way.

Resources

▸ **Whose Justice, Whose Alternative? Locating Women's Voice and Agency in Alternative Dispute Resolution Response to Intimate Partner Violence**
Beyond Borders, CEDOVIP, and ICRW (2016)
<www.icrw.org/wp-content/uploads/2016/10/ICRW-Mediation-Paper-FINAL.PDF>

▸ **Virtual Knowledge Centre to End Violence Against Women and Girls**

  ◦ Justice Module

  UN Women (2012)
  <www.endvawnow.org/en/modules/view/7-justice.html>

c) Working with faith-based institutions

Working with faith-based institutions can include engaging with religious leaders to obtain their public support for sexual violence prevention; encouraging the use of religious teachings and doctrine to promote moral and social norms that create safety and protection from sexual violence; and modelling and mobilizing resources for compassionate treatment of survivors. See the following case study from Somalia.

Case Study

Religious leaders speaking out against GBV in Somalia

As part of the Communities Care programme in Somalia, religious leaders played a central role in preventing sexual and other gender-based violence and were instrumental in influencing community opinion. They have:

- Made public declarations against GBV at community meetings;

- Participated in planning workshops with traditional leaders, government leaders and members of civil society organizations to identify actions they could collectively take to prevent GBV;

- Used weekly religious sermons to speak out against GBV; and

- Held community meetings and gone door-to-door to speak out against GBV.

As influential community and opinion leaders, their efforts were invaluable in helping to shape a climate of intolerance to GBV by reinforcing religious teachings and cultural norms that promoted children's and women's rights to safety, dignity and peace.

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39 United Nations Entity for Gender Equality and the Empowerment of Women, *Virtual Knowledge Centre to End Violence Against Women and Girls: Justice Module,* <www.endvawnow.org/en/articles/992-content.html>, accessed 26 March 2017.

Resources

▶ **Restoring Dignity: A Toolkit for Religious Communities to End Violence Against Women**
Religions for Peace (2009)
<https://rfp.org/wp-content/uploads/2017/
09/Restoring-Dignity-Toolkit-for-Religious
-Communities-to-End-Violence-Against
-Women.pdf>

▶ **Partnering with Religious Communities for Children**
UNICEF (2012)
<www.unicef.org/about/partnerships/files/
Partnering_with_Religious_Communities_
for_Children_(UNICEF).pdf>

▶ **A Call to Act: Engaging Religious Leaders and Communities in Addressing Gender-based Violence and HIV**
Futures Group, Health Policy Initiative (2009)
<https://rfp.org/wp-content/uploads/2017/
09/A-Call-to-Act-Engaging-Religious
-Leaders-and-Communities-in-Addressing
-Gender-Based-Violence-and-HIV.pdf>

▶ **The Islamic Perspective on Protecting Children from Violence and Harmful Practices**
The Islamic Centre for Population Studies and Research at Al-Azhar University and UNICEF (2016)
<www.unicef.org/egypt/eg_Azhar_book_
high_res_Eng..pdf>

▶ **The Christian Perspective on Protecting Children from Violence and Harmful Practices**
The Coptic Orthodox Church Egypt (2016)
<www.unicef.org/egypt/eg_Christian_
Book_high_res_Eng..pdf>

▶ **Peace, Love and Tolerance**
Islamic Centre for Population Studies and Health, Coptic Orthodox Church, and UNICEF (2016)
<www.unicef.org/egypt/eg_Joint_book_
high_res_Eng..pdf>

Baluchistan, Pakistan

d) Working with schools

COs can engage education partners and school communities to take a 'whole school' approach and involve students, teachers, administrators and parents in sexual violence prevention efforts. This includes strengthening or introducing school-wide policies, practices and education pro-grammes to prevent sexual violence from occurring in and around schools, as well as developing gender-equitable and respectful relationships between young men and women. See the following case study on creating zero tolerance for sexual violence in schools in South Sudan.

Creating zero tolerance for sexual violence in schools in South Sudan

As part of the Communities Care programme in South Sudan, UNICEF and partner staff supported community members to advocate for the adoption of policies, protocols and practices that promoted zero tolerance for sexual violence and respectful and non-violent behaviours.

Teachers, school principals, head teachers, student representatives, school management committee members, representatives from the parents' and teachers' association, and representatives from the State Ministry of Education all came together to develop action plans to prevent and respond to sexual violence in their schools. The plans included, among other things: establishing reporting and referral mechanisms for incidents of sexual violence; training teachers on the Code of Conduct; developing and implementing a 'zero tolerance policy' on sexual exploitation and abuse; starting a fundraising campaign to build latrines and changing rooms for girls at school; and dedicating safe spaces for girls in school where they could consult with a trained female staff member.

Resources

▶ **Global Guidance on Addressing School-Related Gender-Based Violence**
UNESCO and UN Women (2016)
<http://unesdoc.unesco.org/images/0024/002466/246651E.pdf>

▶ **A Rigorous Review of Global Research: Evidence on Policy and Practice on School-Related Gender-Based Violence**
UNICEF (2016)
<www.unicef.org/education/files/SRGBV_review_FINAL_V1_web_version.pdf>

▶ **Gender Equality in and through Education: INEE Pocket Guide to Gender**
Inter-Agency Network for Education in Emergencies (2010)
<http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1009/INEE_Pocket_Guide_to_Gender_EN.pdf>

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e) Working with health, social service and law enforcement systems

COs should engage managers, professionals and paraprofessionals to strengthen or introduce institutional policies and practices for preventing sexual violence. They should also train and equip personnel with values, knowledge and skills to respond appropriately to survivors. A variety of resources and training materials are available for building availability, accessibility and quality of sexual violence response services.

When planning training for service providers, COs must consider initial and ongoing training needs; development of competent practice; and supervision of health, psychosocial and law enforcement workers. Staff training and development should never be one-off activities; developing competency in any skill requires practice, supervision and the opportunity for reflection. Following training, it is essential to build in on-the-job supervision, monitoring and support to assist helpers in applying new knowledge and skills and in resolving difficult or challenging issues that arise. Where it is difficult to provide on-site supervision (for example, due to insecurity, inaccessibility of facilities or a lack of trained personnel), consider creative ways of providing supervision, such as remote supervision sessions using the internet or on-site team-based supervision and debriefing.

Finally, it is critical that GBV training for health, psychosocial and law enforcement workers assess and address values, attitudes and beliefs regarding GBV and survivors. Even if helpers have excellent skills, they can still cause harm to those seeking

help if their assistance is not compassionate and survivor-centred. In such cases, others in the community will not feel confident to come forward for help.

Tools

See **Kit 3.1: Programming – Responding to GBV Survivors in Emergencies** for more information on strengthening survivor-centred care and support.

Resources

▶ **Communities Care: Transforming Lives and Preventing Violence Toolkit**
  ○ Part 2: Strengthening Community-Based Care
  UNICEF (2014)

▶ **Inter-Agency Gender-based Violence Case Management Guidelines**
  GBVIMS Steering Committee (2017)
  <https://gbvresponders.org/response/gbv-case-management/>

Capacity Development

▶ **Community Workers' Guide to Understanding Gender-Based Violence and Child Protection Basic Concepts**
  UN Relief and Works Agency for Palestine Refugees in the Near East (2016)
  <http://reliefweb.int/report/world/community-workers-guide-understanding-gender-based-violence-and-child-protection-basic>

▶ **Inter-Agency Gender-based Violence Case Management Training Package**
  GBVIMS Steering Committee (2017)
  <https://gbvresponders.org/response/gbv-case-management/>

▶ **Causes and Effects of Gender-Based Violence Training Module**
  <http://hrlibrary.umn.edu/svaw/advocacy/modelsessions/causes_effects.PDF>

▶ **Communities Care: Transforming Lives and Preventing Violence Toolkit, Part 3: Survivor-Centred Care**
  ○ Survivor-Centred Care Training Module
 ○ Psychosocial Support Training Module
  UNICEF (2014)

2.5 Fostering participation and demand for change

The principle of community participation – especially the participation of girls and women – is a cornerstone of GBV prevention. Genuine participation by rights holders and communities is empowering, fosters ownership of the problem and ensures locally appropriate solutions to it. The participation and agency of affected people – especially girls and women – are central in sexual violence prevention programming throughout the assessment, analysis, design, implementation and monitoring stages. Without genuine and significant community participation, major risks may go unidentified, and prevention strategies and suitable responses will be inadequate.

For interventions to be effective in preventing sexual violence, they require sustained community motivation and commitment to the goal of ending sexual violence, even when there are no incentives.[40] Sustainable behaviour and social change can only be achieved if community members can see the need for and the benefits of change and take an active part in that change. Promoting meaningful participation from the outset of prevention interventions is one strategy COs can use to build and maintain motivation and engagement of different sectors and groups in the community. Participation builds trust, empowerment

40 United Nations Children's Fund, 'Strategic Communication for Behaviour and Social Change in South Asia', UNICEF South Asia Regional Office, 2005.
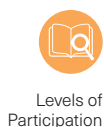
and community ownership of the problem and the solution to GBV.

While different sections of the community should be engaged in programme assessment and design, fostering the participation and leadership of girls and women is especially important, and special attention should be paid to their perspectives and experiences. Attention should also be paid to the participation of particularly marginalized groups who are at high risk of sexual violence but are often less visible, such as girls married at a young age or girls and women with disabilities.

Meaningful participation requires planning, skills and tools. To promote participation in sexual violence prevention programming processes, COs should take the following preparatory actions:

a) Train staff in participatory methods;

b) Determine the appropriate level of participation;

c) Gather information on population composition and dynamics;

d) Identify barriers and risks related to participation in sexual violence programme activities; and

e) Select appropriate methodologies and tools for each activity that reflect the level of participation and needs of different groups.

a) Train staff in participatory methods

UNICEF and partner staff should receive basic training on using participatory approaches in emergency response, including information on why it is important and how to do it. As part of the training, make sure staff are familiar with a wide range of participatory methods and tools that can be used with adults and adolescent girls, making sure a diversity of methods is included (such as theatre, art, workshops and other creative activities for children) to identify and express concerns and issues.

b) Determine the appropriate level of participation

There are different **levels of community participation** in emergency response. Each level reflects how much power is shared with affected populations in the process. There is no 'right' level of participation – the most appropriate approach and methods will depend on the activity and time available. Higher levels of participation will be appropriate when designing a sexual violence prevention programme.

c) Gather information on population composition and dynamics

To help determine who to involve in assessments and programming processes, consider the profile of the population and identify who should have a voice beyond the typical community leaders. Understanding population composition will help devise strategies to reach and consult with less visible groups in the community, such as adolescent girls, about the GBV situation from their perspective; this, in turn, will help ensure their needs and interests are reflected in problem analysis and response.

As well as age and gender, factors to consider may include:

- Ethnic and religious composition;

- Education level;

- Geography;

- Sexual orientation; and

- Influence (while those with less influence in the community, such as adolescent girls or women with disabilities, often have less opportunity to participate, their perspectives are essential to understanding the issues related to GBV).

Levels of Participation

d) Identify barriers and risks related to participation in sexual violence programme activities

Several factors at the household and community level can affect girls' and women's participation in economic and social empowerment interventions. These include direct and indirect costs associated with programme activities; lack of support from community leaders or family members; and/or stigma associated with the programme.

Identifying barriers and solutions to participation in each setting will help to ensure the experiences and perspective of the most vulnerable and powerless are recognized and reflected in emergency response. Barriers to participation should be explored with stakeholders during programme design and monitoring. Strategies for helping to maximize programme participation include:

- Involving men as partners, allies and beneficiaries of change from the outset of prevention programming;

- Including child care at programme meetings and activities;

- Conducting meetings in safe, accessible locations at convenient hours for women; and

- Recognizing the time and resources women and girls spend on programme activities (including getting to and from activities) and, where appropriate, providing assistance or incentives for attendance.

There are also risks associated with participating in sexual violence prevention programmes, and it is incumbent on UNICEF and partners to identify and mitigate these risks prior to carrying out programmes.

Tools

Preventing Sexual Violence Tool 3: Risk Management Checklist and Planning Template

e) Select appropriate methodologies and tools for each activity that reflect the level of participation and needs of different groups

Make sure the appropriate participatory tools are adapted for each activity and that women, adolescent girls and younger children are given adequate space and time to meaningfully participate during programme activities.

Resources

▶ **Participatory Communication: A Practical Guide**
World Bank (2009)
<http://siteresources.worldbank.org/EXT DEVCOMMENG/Resources/Participatory communication.pdf>

▶ **The Participation of Children and Young People in Emergencies**
UNICEF (2007)
<www.unicef.org/eapro/the_participation_ of_children_and_young_people_in_ emergencies.pdf>

▶ **A Toolkit for Monitoring and Evaluating Children's Participation: Children and young people's experiences, advice and recommendations**
Save the Children (2014)
<http://resourcecentre.savethechildren.se/ library/toolkit-monitoring-and-evaluating -childrens-participation-children-and -young-peoples>

▶ **Actions on the Rights of the Child Resource Pack**

  ○ Foundation Module 4: 'Participation and inclusion' analysis

  Inter-Agency resource (2009)
  <http://resourcecentre.savethechildren.se/ library/arc-resource-pack-actions-rights -children-english-version>

▶ **Guidelines for Children's Participation in Humanitarian Programming**
Save the Children (2013)
<http://resourcecentre.savethechildren.se/ library/guidelines-childrens-participation -humanitarian-programming>

Step 3: Monitoring

Monitoring is essential for ensuring that sexual violence prevention programmes are implemented effectively and actually reduce girls' and women's exposure to GBV. Monitoring should also be used to identify any new risks or threats that emerge over time.

3.1 Adopting a participatory approach to monitoring

A **participatory approach to monitoring** the progress of sexual violence prevention interventions is recommended in stabilized settings. A participatory approach to monitoring will:

- Increase community ownership of the programme and the change process;

- Ensure problems and unintended consequences which arise from empowerment interventions are quickly identified and addressed; and

- Provide the opportunity for sharing information about the positive outcomes of interventions with the community, thereby helping to reinforce positive changes.

To facilitate participatory monitoring, COs and partners can take the following actions:

a) **Engage community stakeholders in the development of the monitoring plan;**

b) **Support community stakeholders to collect, check and interpret data and report on the findings; and**

c) **Involve community stakeholders in discussions about significant achievements or setbacks.**

a) **Engage community stakeholders in the development of the monitoring plan during programme design**

Community stakeholders can be involved in:

- Identifying indicators that will provide the information needed;

- Determining how to collect, document and interpret necessary information; and

- Deciding when and how to share and use the findings.

b) **Support community stakeholders to collect, check and interpret data and report on the findings**

Possibilities for reporting include:

- Meetings or workshops involving different stakeholder groups to stimulate deeper understanding, critical reflection and constructive action on findings;

- Photographs and other visual displays;

- Drama;

- Video footage; and/or

- Pamphlets and posters.

c) **Involve community stakeholders in discussions about significant achievements or setbacks**

This will help to identify:

- What has worked or is working well;

- What needs to be adjusted or done differently;

- How risks or unintended consequences should be addressed; and

- How learning from the process can be applied to future interventions.

3.2 Selecting indicators to monitor sexual violence prevention programmes

The exact choice of outcome and output indicators for monitoring progress will be determined by the CO based on the specific objectives and interventions selected. See Preventing Sexual Violence Tool 2: Sample Results Framework for examples of outcome and output indicators that can be used for monitoring changes in sexual violence prevention programming. Remember, indicators need to be measured both *before* and *after* an intervention to see if there have been any changes.

The following resources offer additional guidance to assist UNICEF GBV and CP staff and partners in monitoring communication interventions aimed at preventing sexual violence and other forms of GBV in emergency-affected settings.

Maiduguri, Nigeria

Resources

▶ **Strategic Communication for Behaviour and Social Change in South Asia**
UNICEF South Asia Regional Office (2005)
<www.unicef.org/cbsc/files/Strategic_Communication_for_Behaviour_and_Social_Change.pdf>

▶ **United Nations Inter-Agency Resource Pack on Research, Monitoring and Evaluation in Communication for Development**
UN (2011)
<www.unicef.org/cbsc/files/RME-RP-Evaluating_C4D_Trends_Challenges__Approaches_Final-2011.pdf>

▶ **Sustainable Sanitation and Water Management Participatory Monitoring Resources**
<www.sswm.info/content/participatory-monitoring-and-evaluation>

▶ **Violence Against Women and Girls: A Compendium of Monitoring and Evaluation Indicators**
Measure Evaluation (2008)
<www.measureevaluation.org/resources/tools/gender/violence-against-women-and-girls-compendium-of-indicators>

▶ **Toolkit for Monitoring and Evaluating Gender-Based Violence Interventions Along the Relief to Development Continuum**
USAID (2014)
<www.usaid.gov/sites/default/files/documents/2151/Toolkit%20Master%20%28FINAL%20MAY%209%29.pdf>

▶ **Guidance on Monitoring and Evaluation for Programming on Violence Against Women and Girls**
UK Department for International Development (2012)
<www.gov.uk/government/uploads/system/uploads/attachment_data/file/67334/How-to-note-VAWG-3-monitoring-eval.pdf>

▶ **Participatory Tools and Approaches Topic Guide**
Governance and Social Development Resource Centre (2011)
<www.gsdrc.org/wp-content/uploads/2015/07/ME5.pdf>

Sexual violence prevention programming action checklist

The following is a checklist detailing essential actions for effective sexual violence prevention programming throughout the phases of an emergency.

Preparing for a sexual violence prevention programme

Learn about sexual violence types, dynamics and risk factors, as well as community readiness to address different types. ○

Identify partners with capacity to implement, manage and monitor participatory communication interventions. ○

Identify and engage community decision-makers, gatekeepers and allies to foster buy-in and local ownership of sexual violence prevention efforts, and build on local expertise and resources. ○

Engage community stakeholders, including girls' and women's groups and community leaders. ○

Audit national legislation to identify gaps in legal protections from sexual violence. ○

Ensure basic care, support and safety services are in place for survivors. ○

Sexual violence prevention programming during ongoing response and recovery

Provide technical support to law and policy reform and implementation to protect girls and women from sexual violence. ○

Conduct formative research and identify community opinion leaders and communication channels. ○

Implement comprehensive communication and mobilization strategies to change harmful, violence-supportive gender attitudes and norms and foster equitable and respectful relationships. ○

Provide technical and material support for implementation of community action plans to create 'zero tolerance' policies and practices. ○

Provide technical, financial and other support to strengthen capacity and quality of sexual violence health, psychosocial, safety and justice services. ○

Info Sheets – Preventing Sexual Violence Against Girls and Women

Research on Sexual Violence

Who experiences sexual violence and who perpetrates it?

While anybody can be a survivor of sexual violence, women and girls are overwhelmingly affected, with girls up to three times more likely than boys to experience it. Most sexual violence is perpetrated by males, though of course most men aren't perpetrators.

These facts suggest that we need to think about the relationship between sexual violence and gender, what it means to be a man or a woman, a boy or a girl in a community and how women and girls and men and boys use and experience violence.

We often think the biggest risk of sexual violence is from a stranger, but in fact most sexual violence is actually committed by someone known to the survivor: a family member, a peer or acquaintance, a neighbour or someone else in the family or community network. Of course, in communities affected by conflict, sexual violence perpetrated by strangers, such as soldiers, might increase.

How common is sexual violence?

It is hard to get accurate statistics on how many people are survivors of sexual violence because it is such a hidden and private problem and many people never tell anyone. However, information that has been collected tells us that it is unfortunately very common and that it happens throughout life, across cultures and classes. Recent research by the World Health Organization found that globally, 35.6 per cent of women have ever experienced either non-partner sexual violence, or physical or sexual violence by an intimate partner, or both.

In research on men's perpetration of rape in the Asia Pacific region, the prevalence of men's perpetration of rape varied across study sites from 10 per cent of men reporting having perpetrated rape against a woman or girl in urban Bangladesh, to 62 per cent reporting perpetration in Papua New Guinea. In this study, half of the men who committed rape did so for the first time when they were teenagers.

The following statistics give us some idea of how common different types of sexual violence are in different countries.

Sexual violence in intimate relationships

- 15 per cent of women in Japan and 71 per cent of women in Ethiopia reported physical and/or sexual violence by an intimate partner in their lifetime.

- In Bangladesh, 49.7 per cent of rural women reported sexual violence in intimate relationships.

- In Brazil, the figure is 14.5 per cent and in the United States of America, 10–14 per cent.

Sexual violence in childhood

- Globally, approximately 20 per cent of women report being victims of sexual violence as children.

- In Australia, 18 per cent of women report being sexually abused before the age of 16.

- Estimated prevalence is as high as 28% in parts of eastern Europe, the Commonwealth of Independent States, the Asia-Pacific region and north Africa.

Forced first sex

- The first sexual experience for many women is forced. In rural Tanzania, the figure is 17 per cent, 24 per cent in rural Peru, and 30 per cent in rural Bangladesh.

Some groups of women and girls are particularly vulnerable. For example, girls with disabilities are at much higher risk of sexual abuse, and women and girls in armed conflict situations are also at higher risk; sexual violence has been documented in more than fifty recent conflicts around the world.

Boys and Sexual Abuse

Many facts and information related to sexual abuse are applicable to both boys and girls; however, there are specific issues related to boy child survivors. Research studying the specific issues related to male survivors of sexual abuse in humanitarian settings is scant. Moreover, the differences between male and female victimization is largely impacted by cultural beliefs and stereotypes of femininity and masculinity, which vary across contexts. With this acknowledgment, current research on male experiences of sexual abuse finds that beliefs impact how boys, particularly adolescents, experience and externalize sexual abuse:

- A boy may see himself as less than male (emasculation).

- He may see himself as being powerless and thus flawed.

- He may see himself as being labeled as sexually interested in males (homosexual).

- Adolescent boys may also believe that no matter what, all sexual activity is appropriate for males.

In general, males, especially adolescent males, may be much less likely to disclose and/or speak about their abuse experiences because being a victim can be seen as a countercultural experience for an adult male and/or male child/adolescent.

Service providers working with male survivors must be aware of the specific facts and issues related to a boy's experience of sexual abuse. Service providers need to pay very close attention to their own beliefs and attitudes about a boy's experience of sexual abuse, as harmful beliefs may affect a child's willingness to disclose and cause further psychological harm. Some key facts for service providers include:

Acknowledging that boys can be sexually abused. An overview of studies in 21 countries found that 3–29% of men reported sexual victimization during childhood. Most of the abuse occurred within the family circle. The statistics show that the majority are sexually abused by adult males; however, there are also cases of adult females sexually abusing boys, and/or male children/adolescents abusing boys.

Understanding that sexual abuse does not cause homosexuality. Service providers are responsible for educating child survivors, caregivers and community members about the effects of sexual abuse. Homosexuality carries an additional stigma across communities and mistaken beliefs about the effects of sexual abuse may make it more difficult for a male teen sexually abused by an adult male to disclose.

Recognizing that boys do not always prefer to speak with male service providers. In fact, the opposite may be true. Never assume that a boy will feel more comfortable speaking with a service provider of his or her own gender. Rather, children should ideally be offered a choice of male or female service provider.

1   Available at: <http://gbvresponders.org/response/caring-child-survivors/>.

Recognizing there can be internal (individual) and external (social) barriers to receiving care. Social stigma, including the fear of being labeled homosexual, as well as issues related to victimization and masculinity may make it difficult for boys to seek help. Moreover, in many settings, services for sexual violence are geared toward women and girls; boys may not be aware of similar opportunities for them to seek help.

Accepting that boys require care, support and treatment to recover and heal. Male child survivors have the same needs as female child survivors – they need to feel safe, cared for, believed, encouraged and assured that seeking help and/or acknowledging sexual abuse is the right thing to do.

Boys and Sexual Abuse

Forms of Sexual Violence

- Sexual violence is a broad term that includes many different kinds of harmful behaviours and actions. The World Health Organization defines sexual violence as:

  Any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work.

- This definition shows how sexual violence can include actual or even *attempted* acts of assault, abuse and exploitation.

- The definition also highlights the different settings where sexual violence can take place. We know that sexual violence is common in the household and family, in intimate relationships, in schools and other institutions in the community.

- According to experts, sexual violence includes many different acts that include the following:

  - Rape in marriage or dating relationships

  - Rape by family members

  - Rape by strangers

  - Rape by soldiers or other armed actors during conflict or post-conflict situations

  - Unwanted sexual advances, including demanding sex in return for favours

  - Sexual abuse of mentally or physically disabled people

  - Sexual abuse of children

  - Forced marriage, including the marriage of children

  - Denying someone the right to use contraception

  - Forcing someone to have an abortion

  - Violent acts against the sexual integrity of women; for example, female genital cutting and forced inspections for virginity

  - Forcing someone into prostitution

Social Norms

- Norms are rules of behaviour. They tell people what is and is not acceptable behaviour and guide the way we interact with others. There are different kinds of norms: legal norms, moral norms, social norms and religious norms are different sets of rules that say how we should behave.

- Social norms are unspoken standards of behaviour or rules governing what is and is not acceptable behaviour; they guide the way we interact with other people.

- Social norms are the rules we live by in groups. Without them, a society could not function. Though unwritten and mostly unspoken, they are the expectations and obligations that guide how we think we should behave in our families, communities and society. They also influence how we react when we see violence in the community or experience it in our own lives.

- Social norms have a powerful influence on the way we behave because humans need to fit in with and belong to a group. We don't want the group to reject us so we do what the group considers the right thing. We follow social norms because there are social rewards for following them and social punishments for breaking with them.

- Social norms are increasingly recognized as powerful influences on individual behaviour – in some instances more so than personal opinions. Evidence and experience[1] generated from a range of health and violence behaviour change interventions show that changing collective beliefs and unspoken rules of behaviour in communities can lead to change in collective practices and behaviours.

- Understanding how norms influence behaviour is an important development in sexual-violence prevention. We know that changing personal opinions is just one part of prevention. To make real change in behaviour, we also have to shift the unspoken group rules that perpetuate sexual violence or keep people from taking positive action to prevent it.

1   For example, programmes using a social norms perspective have contributed to ending open defecation in communities around the world, and to abandonment of female genital mutilation/cutting (FGM/C) across regions of Africa. For more information about a social norms perspective to end FGM/C, see the United Nations Children's Fund Innocenti Research Centre, *The Dynamics of Social Change: Towards the Abandonment of Female Genital Mutilation/ Cutting in Five African countries,* UNICEF Innocenti Research Centre, UNICEF, Florence, 2010: <www.unicef-irc.org/ publications/pdf/fgm_insight_eng.pdf>.

Social Norms and GBV

Social norms

- **Social norms are increasingly recognized as powerful influences on individual behaviour** – *in some instances even more so than personal opinions*. Evidence and experience generated from a range of health and violence behaviour change interventions show that changing collective beliefs and unspoken rules of behaviour in communities can lead to change in both collective and individual practices and behaviours.[1]

- **Many different social norms contribute to gender-based violence (GBV).** This includes social norms related to gender, sex and violence. Social norms that promote stigma and victim-blaming can also stop survivors from coming forward for help and stop people from speaking out or taking action against violence.

- **Strong evidence exists that social norms related to male authority, acceptance of wife beating and female obedience affect the overall level of abuse in different settings.** When internalized by men and enforced through friendship networks and other social institutions, these norms increase the likelihood that individual men will engage in violence. A range of additional norms related to family privacy, men's role as provider, sexual activity as a marker of masculinity, and the shamefulness of divorce likely play enabling roles as well.[2]

Gender norms

- **Gender norms are social norms that relate specifically to what it means to be a man, boy, woman, girl or another gender in a particular community.** These norms teach us from childhood what is considered appropriate for either a man or a woman.[3] Gender norms that are rigid and promote dominance of men and submissiveness of women to men are highly linked to GBV. In the box below are some examples from different countries of gender norms that contribute to GBV.

Examples of gender norms that contribute to GBV

- *Gang rape can be considered a sign of masculinity.*

- *Using sexual violence is an acceptable way of 'putting women in their place' or punishing them.*

- *A woman should obey her husband in all things.*

- *A husband has the right to have sex with his wife when he wants to.*

- *A woman should tolerate violence to keep her family together.*

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1   For example, programmes using a social norms perspective have contributed to ending open defecation in communities around the world, as well as to abandonment of female genital mutilation/cutting (FGC/M) across regions of Africa. For more information about a social norms perspective to end FGM/C, see the United Nations Children's Fund Innocenti Research Centre, *The Dynamics of Social Change: Towards the Abandonment of Female Genital Mutilation/Cutting in Five African countries,* UNICEF Innocenti Research Centre, UNICEF, Florence, 2010.
2   Heise, L., 'What Works to Prevent Partner Violence: An Evidence Overview', STRIVE, London, 2011.
3   Although third gender, transgender and gender non-conforming people exist in societies around the world, many societies only recognize two genders: male and female. Thus, social norms expect everyone to conform to those two categories and impose often rigid expectations for how people behave, dress, interact, etc.

Norms about sex

- **Norms about sex tell us what is acceptable and desirable in sexual relationships.** Common shared beliefs include: men have a right or entitlement to sex; men should be persistent and aggressive in getting sex; women should be reluctant about having sex; women are men's sexual objects or possessions; it's OK for men to have sex outside marriage, but women who have sex outside marriage are soiled or ruined; etc.

- **Norms that say people shouldn't talk about sex can help keep sexual violence hidden** and stop survivors from telling someone and getting help.

The following are some examples of norms about sex that contribute to GBV.

Examples of sex-related norms that contribute to GBV

- *Sex is a man's right in marriage.*

- *A wife does not have the right to refuse sex.*

- *A woman doesn't deserve respect if she has sex before marriage.*

- *Women must not show an interest in sex and must resist even wanted sexual advances.*

- *Girls are responsible for controlling a man's sexual urges.*

- *Once a girl agrees to be a girlfriend she should be available for sex.*

- *If a girl or woman is raped, it is better for her to keep it to herself.*

Norms about violence

- **Norms that support using violence have been associated with GBV, especially rape.** In countries where there is violent conflict, all forms of violence increase. Conflict can reinforce an aggressive form of masculinity that can make GBV more acceptable; for example, in armed groups, new norms and practices might guide standards, behaviour and interactions of group members.[4] Violent conflict can also break down social norms that protect against GBV.[5]

The following examples show how norms about violence can be linked to sexual violence.

Examples of violence-related norms that contribute to GBV

- *Rape is an acceptable way of teaching an unwilling female 'a lesson' or punishing a woman.*

- *A certain amount of violence and even rape is part of normal boyhood behaviour.*

- *A man should use physical violence to discipline his wife.*

- *It is acceptable for a man to hit his wife if she won't have sex with him.*
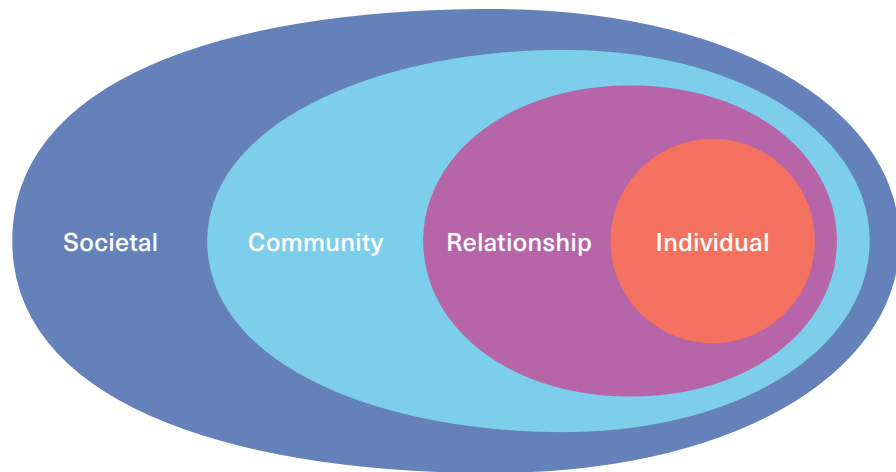
4   Lafrenière, J., 'Strengthening Prevention of Conflict-related Sexual Violence with Non-state Armed Groups: A Preliminary Framework for Key Prevention Strategies', UNICEF and OCHA, New York, 2011.
5   Kelly, J., et al., 'Characterizing Sexual Violence in the Democratic Republic of the Congo', Harvard Health and Human Rights, Harvard School of Public Health, Boston, 2009.

Ecological Approach to GBV Prevention

- GBV is a complex issue and has multiple causes and drivers, including individual and environmental factors.

- In the past, explanations for violence tended to focus on individual psychology; however, structural and social factors, such as social norms, are now recognized as significant drivers of violence.[1]

- The ecological model, shown below, highlights the systems that shape and influence individuals. It shows how individual development and well-being are linked to family and other interpersonal relationships, to the community and to wider society.[2]

- The ecological model highlights how *multiple* factors – as well as a *combination* of factors in the family, community and wider social environment – can influence violence perpetration and victimization. The model includes the following four interacting levels:

  - **Individual:** Biological and personal history factors that may increase or decrease the likelihood that an individual will become a victim or perpetrator of violence.

  - **Relationship:** Factors that increase or decrease risk as a result of relationships with peers, intimate partners and family members. These are a person's closest social circle and can shape their behaviour and range of experiences.

  - **Community:** The characteristics of community contexts in which social relationships are embedded – such as schools, workplaces and neighbourhoods.

  - **Societal:** The larger, macro-level factors that influence violence, such as gender (in)equality, religious or cultural belief systems, societal norms, and economic or social policies that create, sustain or minimize gaps and tensions between groups of people.

1   Berkowitz, A. D., 'Applications of social norms theory to other health and social justice issues' in W. Perkins, ed., *The social norms approach to preventing school and college age substance abuse: A handbook for educators, counselors, and clinicians*, San Francisco, CA, 2003, pp. 259–279; and Jossey-Bass, R. C. and G. Barker, 'Men, Masculinities, Sexual Exploitation and Sexual Violence', Promundo and Men Engage, 2008, p. 23.
2   Heise, L., 'Violence Against women: An integrated, ecological framework', in *Violence Against Women,* vol. 4, no. 3, 1998.

- Research has found there are factors at every level of the social ecology that increase or decrease the likelihood of perpetration and victimization of different types of violence. These influences are called *risk and protective factors*.

  - **Risk factors** are characteristics of individuals, relationships, families, institutions, the wider community and society that are associated with violence or increase the risk of violence. They can include witnessing marital violence at a young age; conflict between spouses; lack of economic opportunities; and social norms that link masculinity to aggression and dominance. Risk factors for different types of violence vary; for example, psychopathology of individual perpetrators may be a risk factor in sexual abuse of young children, while economic factors such as poverty may increase the risk of commercial sexual exploitation. It is therefore important to analyse the context and dynamics of different forms of violence in different settings when considering how to best prevent them. It is believed that the more risk factors present, the greater the likelihood is of different types of violence occurring.[3]

  - **Protective factors** are characteristics that decrease the likelihood of violence and increase a person's resilience against violence; for example, attaining an education, having access to economic resources, or the existence of community attitudes and norms that condone violence and promote gender equality. As with risk factors, it is important to analyse the context and specific dynamics in order to identify protective factors that can be supported and reinforced.[4]

3   Jewkes, R., P. Sen and C. Garcia-Moreno, 'Chapter 6: Sexual Violence', in E. Krug, et al., eds. *World Report on Violence and Health,* World Health Organization, Geneva, 2002.
4   For more information, see <www.endvawnow.org/en/articles/310-operating-within-the-ecological-model-.html>.

Gender Transformative Approaches

Gender transformative approaches actively strive to examine, question, and change rigid gender norms and imbalance of power. Gender transformative approaches encourage critical awareness among men and women of gender roles and norms; promote the position of women; challenge the distribution of resources and allocation of duties between men and women; and/or address the power relationships between women and others in the community, such as service providers or traditional leaders.

Transformative strategies may experience greater challenges to implementation in that they explicitly address the structural underpinnings of gender inequality in social systems, and therefore are likely to encounter resistance.

For the same reason, however, they have the potential to bring about long-term and more sustainable benefits for women and men. Programs and policies may transform gender relations through:

- Encouraging critical awareness of gender roles and norms;
- Empowering women and/or engaging men, thus achieving gender equality and equity objectives;
- Examining, questioning, and changing the imbalance of power, distribution of resources, and allocation of duties between women and men.

1   Available at: <www.prb.org/Publications/Reports/2010/genderperspectives.aspx>.

Principles for Working with Men and Boys

Source: Department for International Development, 'A Practical Guide on Community Programming on Violence against Women and Girls: Guidance Note 2 to support programming on Violence against Women', DFID, London, 2012.[1]

- Men and boys can be the targets and allies of programmes to prevent violence against girls and women, but girls and women are the primary beneficiaries.

- The safety of girls and women and girls – beneficiaries, staff and activists – is the paramount consideration. Women's rights and empowerment must remain central.

- Programmes should explicitly seek to challenge discriminatory gender norms and unequal power relations between women and men.

- Programmes should be developed and implemented in partnership with WROs rather than by men's groups working autonomously. This ensures transparency and accountability to women and WROs.

- Steps should be taken to promote women's leadership in activities to engage men, such as the decision by the US organization A Call to Men to have a Board made entirely of women.

- Women-only spaces must be created and protected.

- Programmes must be continually evaluated to guard against becoming male-dominated, and checks and balances should be built into projects to ensure they remain women-centred (i.e. focused on the rights of women and girls).

- Programmes should go beyond small-scale educational interventions that target individual change in attitudes and behaviour, and mobilise men's support for wider societal changes – for example by enlisting men as allies in women's rights campaigns to challenge discriminatory laws and policies. This is important because men are typically the people who make decisions and they need to be making them in women's interests.

- Programme evaluations must seek out the perspectives not only of male participants but also of the women in these men's lives to validate self-reported changes. All necessary steps must be taken to ensure the confidentiality and safety of those consulted.

1   Available at: <www.gov.uk/government/collections/violence-against-women-and-girls-guidance-notes# guidance-notes>.

Edutainment

What is edutainment

Edutainment is any communication project that sets out to use popular culture to educate and challenge people. Edutainment is not a theory but a strategy to bring about individual and social change. It uses popular entertainment formats to tackle serious social issues in an innovative and entertaining way.

Good drama moves people emotionally. Through carefully crafted stories, social issues are woven into popular dramas, which have the potential to reach millions

Edutainment projects can be small or large-scale. Some edutainment projects are specific interventions designed for a local audience; a community drama in a local area, a village storytelling event or a puppet show. Others are more wide-reaching, targeting mass audiences nationally. They often include: television (dramas, soap operas, game shows, reality shows, talk shows) and radio (drama, phone-ins, magazine programmes, music).

Edutainment is often combined with advocacy and on-the-ground programmes that build on the popularity of the edutainment, which acts as a catalyst for community and interpersonal dialogue, debate and action. Depending on the resources available, and the nature of the issue being addressed, edutainment can include only one medium or comprise of a combination of media. A multimedia approach gives opportunities to reinforce messages through the different media. Whether you choose a single medium or a multimedia approach, your edutainment may have a higher chance of success if you create an ongoing edutainment programme, such as a radio or television series. Ongoing edutainment series can deal with a variety of health and development issues over a long period of time. It also establishes loyal audiences at the outset of each new series, without having to build this from scratch every time.

Brief history of edutainment

People throughout the world have used stories to teach, to inspire and to influence others. Story and oral tradition have always been an important part of African societies. Through stories – lessons, advice, values and traditions are passed on from one generation to the next. The advent of edutainment as a deliberate strategy for health promotion can be traced back to 1951, when the BBC developed a radio soap opera called The Archers, which wove agricultural issues into a popular radio drama.

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1   Available at: <www.soulcity.org.za/news/edutainment-using-stories-and-media-for-social-action-and-behaviour -change>.

Social and behaviour change communication

It is difficult to talk about the history of edutainment without also referring to the development of a related field called Social and Behaviour Change Communication (SBCC), sometimes called Development Communication. The field of SBCC has developed since the 1950s, when post-war international aid programmes to countries in Latin America, Asia and Africa were struggling with poverty, illiteracy and poor health and sought communication strategies to support education and change. Since then, SBCC has moved away from delivering simple messages to promoting dialogue and debate and catalysing broader social change. It is based on sound social change theory, which recognises that the individual is part of a family, a broader community and a socio-political environment that all determine that person's ability to change. Today we recognise that culture and context are also important factors in influencing behaviour. The past decade has seen many more development projects adopting edutainment strategies to influence and effect social change. A wide variety of media have been used, including reality shows and social media. Over time the expansion of public broadcasting has also created new opportunities to rapidly reach large audiences.

Levels of Participation

Source: Active Learning Network for Accountability and Performance in Humanitarian Action and Groupe URD, *Participation handbook for humanitarian field workers – Involving crisis-affected people in a humanitarian response*, ALNAP, London, 2009, pp. 39–44.[1]

- In humanitarian situations, a participatory approach means involving crisis-affected people in the humanitarian response in whatever way, and to whatever extent is possible, in a given context.

- Participation makes a humanitarian response more efficient, effective and relevant to real needs, and it can help identify the most appropriate way of meeting those needs.

- Crisis-affected people can be directly involved in humanitarian responses on an individual level or indirectly via community representatives. In both cases, special care should be taken to ensure that the most vulnerable and socially marginalised people are involved, and that this involvement is done with care and intentionality so as not to risk further harm to these populations.

- There are different ways to involve people in humanitarian responses, and different approaches can be used to continually improve participation throughout the life cycle of a project.

- In order to adopt a genuinely participatory approach, we must not think of those who are affected by a crisis as 'victims', 'beneficiaries, or 'recipients', but as dynamic social actors with capacities and strengths are able to take an active role in decisions affecting their safety and welfare. This shift in perception is of fundamental importance.

- The following table outlines a typology of participation that reflects the different ways humanitarian organizations interact with crisis-affected people, from simply informing them about a humanitarian response, to providing support for local initiatives.

Typology of participation (adapted from Pretty, J.)

Type of participation	Description
Passive participation	The affected population is informed of what is going to happen or what has occurred. While this is a fundamental right of the people concerned, it is not one that is always respected.
Participation through the supply of information	The affected population provides information in response to questions, but it has no influence over the process, since survey results are not shared and their accuracy is not verified.
Participation by consultation	The affected population is asked for its perspective on a given subject, but it has no decision-making powers and no guarantee that its views will be taken into consideration.

1   Available at: <www.alnap.org/resource/8531>.

Type of participation	Description
Participation through material incentives	The affected population supplies some of the materials and/or labour needed to conduct an operation, in exchange for payment in cash or in kind from the aid organization.
Participation through the supply of materials, cash or labour	The affected population supplies some of the materials, cash and/or labour needed for an intervention. This includes cost-recovery mechanisms.
Interactive participation	The affected population participates in the analysis of needs and in programme conception, and has decision-making powers.
Local initiatives	The affected population takes the initiative, acting independently of external organizations or institutions. Although it may call on external bodies to support its initiatives, the project is conceived and run by the community; it is the aid organization that participates in the people's projects.

Tips for promoting participation

Source: Groupe URD, *Participation by Crisis-Affected Populations in Humanitarian Action: A Handbook for Practitioners*, ALNAP, London, 2003, pp. 15–16.

Successful participation relies first and foremost on the attitude of those engaged in humanitarian action.

Be aware… of the local context and its social and cultural dynamics, of political divisions and lines of power, and of the stakes and potential pitfalls. Being conscious of this enables one to be cautious without being suspicious, to tailor one's expectations to current realities and to avoid undue disappointments. It is central to gaining the respect of those whom you seek to engage.

Listen, observe… with your eyes and with your ears, but, also, with the eyes and the ears of those who you are trying to understand, assist or protect. Bear in mind that affected populations have a holistic and integrated view of their own needs and strategies, and that the earlier you involve them, the greater their motivation to engage in a joint venture. Empathy and reflected understanding can go a long way to making a complex process manageable.

Pay attention to the human factor. Despite all efforts to develop and apply methods to improve the process of participation, successes and failures can often be attributed to the presence of the right person with the right attitude, understanding and skills, being in the right place at the right time. Pay utmost attention to the composition of your team, and allow time to breathe and to deliberate.

Enjoy! At the heart of participation is a meeting of different individuals, cultures, skills, beliefs and values. This is an opportunity to learn and to share experiences; humanitarian aid workers can benefit as much as affected populations.

Touleupleu, Côte d'Ivoire

Preventing Child Marriage

Key Messages

- **Preventing GBV involves tackling the underlying causes,** including girls' and women's disadvantaged economic and social status, structural and societal conditions that sustain inequality between men and women, and social norms that enable GBV.

- **GBV prevention in humanitarian settings is an exciting emerging area of practice.** As an influential humanitarian and development partner and a custodian of children's and women's rights before, during and after emergencies, **UNICEF is playing a pivotal role in testing and scaling up a new generation of innovative GBV prevention programmes** in emergency-affected settings.

- **UNICEF's interventions to prevent child marriage use a multi-pronged approach** to implement the following complementary programme components:

  - **Empowering** at-risk girls and supporting married girls;

  - **Providing a social safety net** for vulnerable households;

  - Engaging and **mobilizing families and communities** to shift harmful attitudes and norms; and

  - **Strengthening legal and policy responses** to child marriage.

Summary

This section of **Kit 3.4: Programming – GBViE Prevention Programming** contains information, resources and tools to support UNICEF country offices (COs) and partners to plan, implement and monitor interventions to prevent child marriage in stabilized emergency-affected settings.

When to use this section

Type of emergency	Phase of response	Population location
• Cyclical disaster	• Ongoing response in protracted context	• Urban/peri-urban
• Armed conflict	• Recovery	• Rural
• Complex emergency	• Post-conflict development	• Community/formal settlement
• Protracted emergency		• Camp and other displaced settings
• Public health emergency		

Materials included in this section

Info Sheets

Drivers of Child Marriage

Honour Killing

Theory of Change for Ending Child Marriage

Principles for Working with Men and Boys

Survivor-Centred Principles

Levels of Participation

Tools

Tools referenced in this section can be found in the *Prevention Tools Booklet* of this Kit.

Preventing Child Marriage Tool 1: Guide for Developing a Change Pathway

Preventing Child Marriage Tool 2: Sample Results Framework

Preventing Child Marriage Tool 3: Risk Management Checklist and Planning Template

Introduction

Child marriage,[1] defined as a formal marriage or informal union before the age of 18, affects both boys and girls. However, girls are disproportionately the most affected, not only due to the high numbers of girls affected but also due to the subordinate role that girls occupy in marriage, regardless of the age of their husbands. Child marriage is a form of gender-based violence (GBV) and a violation of human rights.[2] It is widespread globally and can lead to a lifetime of disadvantage and deprivation; it is both a cause and a consequence of gender inequality and poverty. Worldwide, more than 700 million women alive today were married as children, and more than one in three were married before age 15.[3]

Drivers of Child Marriage

The key **drivers of child marriage** are both structural – such as economic opportunities and the lack of legal protection from the practice – and socio-cultural – such as dowry, bride price and social norms pertaining to gender, sex and family honour.

> *"Early marriage often condemns girls to a life of serious ill-health, illiteracy, and chronic and often extreme poverty. Those who marry early are more likely to experience domestic violence; abuse and forced sexual relations; reduced levels of sexual and reproductive health; and lower levels of education."*[4]

Although there has been limited rigorous research to date, there is evidence that child marriage increases among some emergency-affected communities. The reasons for an increase vary across settings; however, they are most often linked to the increased economic pressures on households brought about by conflict, disaster and displacement, as well as families seeking to protect their daughters from violence – especially sexual violence – and its consequences on family honour.[5]

Child marriage has harmful effects on girls and on their children. Females who marry early are more likely to experience pregnancy complications, including obstructed labour and obstetric fistula,[6] leading to maternal death or disability. Their infants are more likely to be stillborn or die in the first month of life. If a mother is under the age of 18, her infant's risk of dying in its first year of life is 60 per cent greater than that of an infant born to a mother older than 19.[7] Even if the infant survives, he or she is more likely to suffer from low birth weight, malnutrition and late physical and cognitive development.

Females who marry early are more likely to be poor and uneducated, and child marriage is both a cause and a consequence of school dropout. While families often see marriage as being in the best interests of girls, child marriage frequently exposes girls to violence in the household; married girls are incredibly vulnerable to physical, sexual, psychological, and economic abuse within the family.[8] Altered social dynamics in emergency-affected

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1   The terms 'child marriage' and 'early marriage' are often used interchangeably.
2   Women's Refugee Commission, 'A Girl No More: The Changing Norms of Child Marriage in Conflict', WRC, New York, 2016.
3   United Nations Children's Fund, *The State of the World's Children 2011, Adolescence: An Age of Opportunity,* UNICEF, New York, 2011.
4   World Vision United Kingdom, *Untying the Knot: Exploring Early Marriage in Fragile States*, WV, London, 2014.
5   In many settings, marriages may be arranged to 'save the honour' of girls who have survived rape or who may be perceived to have been raped.
6   Schlecht, J., E. Rowley and J. Babirye, 'Early relationships and marriage in conflict and post-conflict settings: Vulnerability of youth in Uganda', *Reproductive Health Matters,* vol. 21, no. 41, 2013, pp. 234–242.
7   United Nations Children's Fund*, The State of the World's Children 2009*, UNICEF, New York, 2009.
8   Because child marriage limits their knowledge, skills, resources, social support networks, mobility and autonomy, young married girls often have little power in relation to their husband or his family.

settings exacerbate this risk as girls in emergency-affected communities may be married to older men and/or men they do not know from their communities.[9]

The consequences for girls who refuse to marry can be severe and can include physical abuse, being held in captivity and even murder, as in the case of '**honour killing**'.[10]

Honour Killing

Theory of Change for Ending Child Marriage

The benefits of delivering programmes to delay marriage accrue not only to girls themselves, but also to their children's health, development and well-being, as well as to the wider community. These benefits include:

- **Protecting girls from other forms of GBV** they are at risk of experiencing within marriage, including sexual abuse and intimate partner violence (IPV);

- **Improving girls' access to health,** education and other essential services;[11]

- **Contributing to building a culture of respect** for children's rights and promoting gender equality; and

- **Reducing the economic burden of GBV** on communities, which includes the cost of health service delivery to address acute and chronic health outcomes of GBV and women's lost productivity.

Programming to prevent child marriage in emergency-affected settings is an emerging area of practice; there has been limited research on factors that promote or prevent child marriage in humanitarian contexts, and more research is needed to better understand the problem's scope and drivers, as well as which approaches are most effective in preventing it in which settings. However, there are lessons and promising approaches from a variety of settings not affected by emergencies,[12] and UNICEF is learning from, adapting and piloting new interventions in humanitarian settings. As with other areas of GBV prevention, addressing child marriage requires multi-faceted, multi-component programming addressing the structural and social drivers and risk factors at different levels of the social ecology. Such interventions require careful design based on a clear **theory of change**, as well as rigorous monitoring and evaluation.

Resources

▶ **Lessons Learned from National Initiatives to End Child Marriage**
Girls Not Brides (2016)
<www.girlsnotbrides.org/reports-and-publications/lessons-learned-national-initiatives-child-marriage-2016/>

▶ **A Girl No More: The changing norms of child marriage in conflict**
Women's Refugee Commission (2016)
<www.womensrefugeecommission.org/girls/resources/1311-girl-no-more>

▶ **Mapping of Child Marriage Initiatives in South Asia**
UNFPA and UNICEF (2016)
<http://reliefweb.int/sites/reliefweb.int/files/resources/Mapping%20of%20Child%20Marriage%20Initiatives%20in%20South%20Asia_0.pdf>

▶ **More Power to Her: How Empowering Girls Can Help End Child Marriage**
International Center for Research on Women (2014)
<www.icrw.org/publications/more-power-to-her-how-empowering-girls-can-end-child-marriage/>

▶ **Fragile States, Fragile Lives: Child marriage amid disaster and conflict**
Council on Foreign Relations (2014)
<www.cfr.org/global/fragile-states-fragile-lives/p33093>

9   United Nations Children's Fund, 'Early Marriage and the Syrian Refugee Crisis in Jordan, Briefing', UNICEF Jordan, Aman, 2014.
10 Human Rights Watch, *"This Old Man Can Feed Us, You Will Marry Him": Child and forced marriage in South Sudan*, Human Rights Watch, New York, 2013.
11 See, for example, International Center for Research on Women, 'Girls Are Like Leaves on the Wind: How gender expectations impact girls' education', ICRW, Washington D.C., 2015.
12 For programming examples, see Marcus, R. and E. Page, 'Changing Discriminatory Norms Affecting Adolescent Girls Through Communication Activities', Overseas Development Institute, London, 2014; and Warner, A., K. Stoebenau and A. Glinski, 'More Power to Her: How empowering girls can help end child marriage', ICRW, Washington D.C., 2014.

- ▶ **Untying the Knot: Exploring early marriage in fragile states**
  World Vision (2013)
  <https://reliefweb.int/report/world/untying-knot-exploring-early-marriage-fragile-states>

- ▶ **Girls Not Brides website**

Gulu District, Uganda

- ▶ **Marrying Too Young: Ending Child Marriage**
  UNFPA (2012)
  <www.unfpa.org/sites/default/files/pub-pdf/MarryingTooYoung.pdf>

- ▶ **Early Marriage, A Harmful Traditional Practice: A Statistical Exploration**
  UNICEF (2005)
  <www.unicef.org/publications/files/Early_Marriage_12.lo.pdf>

- ▶ **Early Female Marriage in the Developing World**
  Jensen, R. and R. Thornton, Gender and Development (2003)
  <www.khubmarriage18.org/sites/default/files/100.pdf>

UNICEF's approach

As part of its commitment to GBViE prevention, UNICEF is piloting holistic interventions to address the economic, social and structural factors that drive child marriage in emergency-affected communities, as well as ensuring support for already-married girls and those at risk.[13] Holistic interventions involve implementing the following complementary programme components: empowering at-risk girls and supporting married girls; providing a social safety net for vulnerable households; engaging and mobilizing families and communities to shift harmful attitudes and norms; and strengthening legal and policy responses to child marriage.

> UNICEF is committed to the advancement of gender equality and to ensuring that gender equality is integrated consistently in its disaster prevention, humanitarian response and recovery programmes.[14]

13 Economic factors include the need to support many children and paying a lower dowry; structural factors include lack of educational opportunities for girls; and social factors include tradition and social norms and the risk of pregnancy out of wedlock. See Warner, A., K. Stoebenau and A. Glinski, *More Power to Her: How Empowering Girls Can Help End Child Marriage*, ICRW, Washington D.C.
14 United Nations Children's Fund, *Core Commitments for Children in Humanitarian Action*, UNICEF New York, 2010, p. 8, available at <www.unicef.org/publications/files/CCC_042010.pdf>.

Objectives

The **objectives** of UNICEF's child marriage prevention programming in emergency-affected contexts are:

- To test and scale-up multi-component child marriage prevention interventions that foster equality, respect and safety for children – girls in particular; and

- To alleviate the harmful consequences of marriage for married girls by ensuring they have access to health, psychosocial, legal and education services.

Bangassou, Central African Republic

A phased approach

Preparing for programming

Ensure GBV response services are in place, build internal knowledge and capacity, and engage partners and stakeholders

Programming during ongoing response/early recovery

Develop and deliver multi-component prevention interventions to address economic, social and structural drivers of child marriage and support already-married and at-risk girls

A holistic and phased approach to preventing child marriage involves taking particular actions *in preparation* for programming and *during ongoing response/early recovery* efforts.

Preparing for child marriage prevention programming

Country offices (COs) can undertake the following actions in preparation for designing and delivering child marriage prevention interventions:

- **Learn about child marriage** to understand context-specific contributing factors, dynamics and drivers in the setting – this includes social norms that support it, community readiness to address it and the needs of married girls;

- **Review promising interventions** for the prevention of child marriage from similar contexts;

- **Identify and engage community decision-makers, gatekeepers and allies** to foster buy-in and local ownership of child marriage prevention efforts, and build on local expertise and resources;

- **Identify partners with capacity** to implement, manage and monitor child marriage interventions; and

- **Ensure coordinated health, psycho-social, safety and legal services** are available for married girls and those at risk of marriage.

▶ **A Toolkit for NGOs, Community Workers and Teachers: Elimination of Early Marriage**
Breakthrough
<http://girlsnotbrides.theideabureau.net dna-cdn.com/wp-content/uploads/2015/ 05/A-toolkit-for-NGOs-community -workers-workers-and-teachers-to-end -child-marriage-Breakthrough.pdf>

Programming during ongoing response and early recovery

During ongoing response and recovery in slow-onset disasters and protracted conflict settings, COs can pilot and test holistic, multi-pronged interventions to address the context-specific drivers of child marriage practices. Components of multi-pronged interventions can include:

- **Economic and social empowerment of girls** through information, training, skill and economic asset development, support networks, and provision of safe spaces;

- **Economic support to vulnerable families** to alleviate household economic insecurity as a risk for child marriage and/ or to keep girls in school;

- **Increasing girls' access to health and education services,** including retention in safe, quality education;

- **Family and community engagement and mobilization** to change attitudes and norms that enable child marriage; and

- **Law reform and policy initiatives** to strengthen formal and informal legal protections and to promote coordinated cross-sectoral and inter-agency response to prevent child marriage and protect married girls.

Determinants of child marriage prevention

Guidance in this section of the GBViE Programme Resource Pack draws on UNICEF's **determinant framework:** a systems-based model for identifying conditions in the regulatory environment, as well as conditions in supply and demand for programmes and services, that must be fulfilled for GBV to be prevented.

Applying the determinants framework to GBV prevention in emergencies enables COs to systematically analyse capacities, gaps and bottlenecks in social norms, the regulatory environment, and formal and informal systems for prevention, including at the community level. Key determinants COs should consider when designing effective child protection interventions include:

- **An enabling environment** – a supportive legal and policy environment, adequate technical and management capacity, adequate funding for implementation, monitoring and evaluation of programmes, and fostering gender-equitable, non-violent social norms;

- **Supply of quality services** – availability and implementation of good quality, holistic and multi-pronged strategies to address the drivers and risk factors for child marriage in a specific setting, as well as services to support married girls and those at risk;

- **Demand for change** – community access to, demand for and uptake of services, as well as community engagement in child marriage prevention activities; and

- **Quality of interventions** – the quality of child marriage prevention initiatives in line with good practice principles.

The following table provides more detail and examples for each of these determinants. COs can use this as a guide in undertaking a **determinant analysis**.

Key determinants of effective child marriage prevention programming in emergency-affected contexts

Determinant	Outcome
Enabling environment	
1. Social norms	Interventions foster gender-equitable, non-violent social norms.
2. Legislation/policy	Government has adequate commitment and capacity for strengthening legal frameworks and policy interventions against child marriage.
3. Budget/expenditure	Multi-component child marriage prevention strategies and impact evaluations are adequately funded.
4. Management/ coordination	Partners have adequate technical and functional capacity to assess, design, manage and monitor child marriage prevention programmes.
Supply	
5. Availability of appropriate economic and social empowerment services	A locally specific, multi-component prevention strategy addressing key drivers of child marriage in each setting is designed and delivered in partnership with community and other stakeholders.
Demand	
6. Access	Married and at-risk girls can safely access health, psychosocial, legal, safety and education services.
7. Social and cultural practices and beliefs	Communities are receptive to new ideas and to adopting gender-equitable norms and behaviours that foster respect, safety and dignity for children.
Quality	
8. Quality of interventions	Services are delivered in line with good practice principles for GBV programming; in line with good practice in child marriage programming; and based on a survivor-centred approach.

Stakeholders in child marriage prevention programming

CO and partner GBV and Child Protection (CP) staff need to work collaboratively with a variety of stakeholders to prepare for, plan and manage safe and effective child marriage prevention programmes. Key stakeholders include: women, men, young people and children; community organizations and groups; traditional, religious and other community leaders; Health, Education, Protection and other humanitarian actors; and GBV response actors.
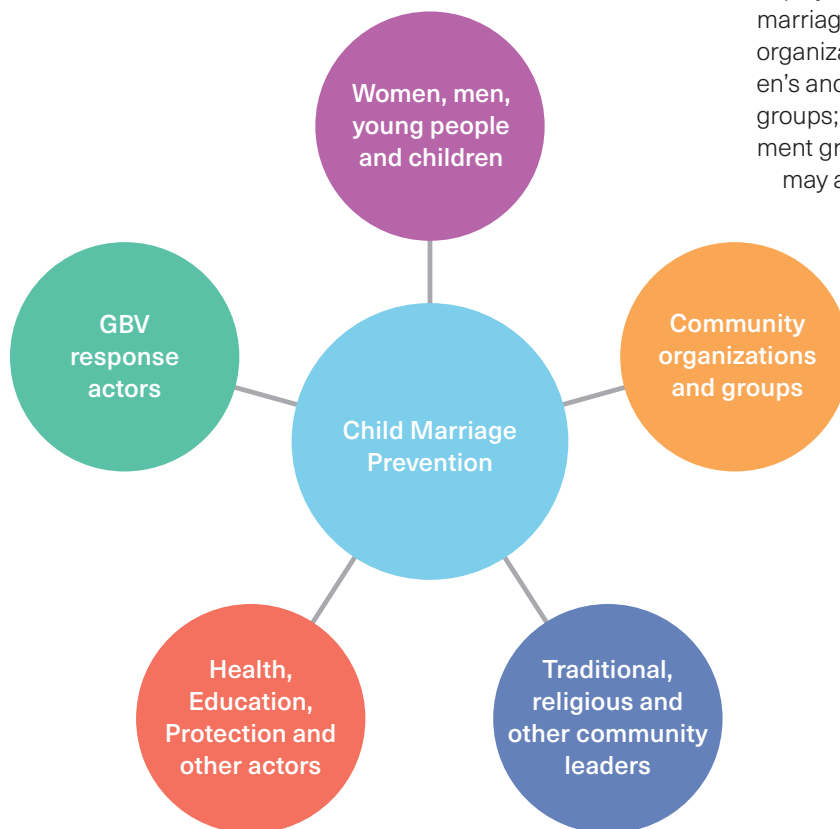
Women, men, young people and children

It is essential to engage women, girls, men and boys to effect change in attitudes, norms, behaviours and practices that support child marriage. Harmful attitudes and norms that enable child marriage are reproduced and reinforced by both men and women and are taught to children from infancy. People of all genders and across ages all need to be actively involved as key stakeholders and change agents in prevention efforts for sustainable gender transformation.[15]

Community organizations and groups

Many different groups, networks and organizations in the community have a role to play in preventing and responding to child marriage. These include community-based organizations and groups working on women's and children's rights and protection; faith groups; youth groups; community development groups; and many others. Some groups may already be working on preventing or responding to child marriage, and interventions should seek to build alliances with, learn from and support existing community efforts and change agents.

Women, men, young people and children

GBV response actors

Child Marriage Prevention

Community organizations and groups

Health, Education, Protection and other actors

Traditional, religious and other community leaders

15 Jewkes, R., M. Flood and J. Lang, 'From work with men and boys to changes of social norms and reduction of inequities in gender relations: A conceptual shift in prevention of violence against women and girls', *The Lancet*, Violence Against Women and Girls Series, Paper 3, 2014.

Traditional, religious and other community leaders

Respected and influential community members help to shape the beliefs and attitudes of others in the community. Influential people can also quickly communicate new ideas, innovations and behaviours for preventing GBV.[16] Respected traditional and religious leaders can promote and motivate change, model positive behaviours, and develop and implement new norms and rules against child marriage. This is especially true in settings where traditional or religious justice mechanisms are more accessible and widespread than formal justice mechanisms.

Sindh, Pakistan

Health, Education, Protection and other humanitarian actors

Keeping girls in school to delay marriage and providing already-married girls with access to ongoing education and healthcare (including reproductive healthcare) are both vital strategies in child marriage programming. GBV and CP partners need to work closely with Education actors to implement appropriate strategies for promoting girls' education in slow-onset and protracted crises. In some settings, social safety net measures such as cash transfers may be effective in keeping girls enrolled in and attending school, and GBV and CP staff should work closely with Protection actors to assess how to best provide economic support to vulnerable families to reduce the risk of marriage as a household coping mechanism in the face of financial insecurity.

GBV response actors

Having GBV response services, including child protection, in place is a pre-requisite for all forms of GBV prevention programming. It is critical that good quality health, psychosocial, safety and legal services are available for girls at risk of child marriage, as well as for married girls. Having safe shelter available can be particularly important for protecting girls who refuse to marry or for girls and their children escaping violent, abusive or exploitative marriages.

In addition to supporting girls at risk of or escaping marriage, community services and institutions – such as schools, faith-based institutions, and health, social welfare, law enforcement and judicial services – also play a powerful role in influencing community attitudes and norms and preventing violence.

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16 Valente, T., *Social Networks and Health, Models, Methods and Applications*, Oxford University Press, New York, 2005.

Steps in child marriage prevention programming

Following are key considerations and resources to help COs and partners design, implement and monitor multi-component, holistic child marriage prevention programmes in emergency-affected communities. There are three steps:

Step 1: Assessment and design
  1.1 – Comprehensive situation assessment
  1.2 – Results-based programme design

Step 2: Implementation
  2.1 – Enshrining prevention and protection from child marriage in legislation, policy and customary law
  2.2 – Empowering girls socially and economically
  2.3 – Establishing social safety nets for vulnerable families
  2.4 – Engaging families and communities to build positive and protective social norms
  2.5 – Mobilizing community action against child marriage
  2.6 – Fostering participation and demand for change

Step 3: Monitoring
  3.1 – Adopting a participatory approach to monitoring
  3.2 – Selecting indicators to monitor child marriage prevention programmes

Step 1: Assessment and design

1.1 Comprehensive situation assessment

Interventions to prevent child marriage need to be carefully tailored to the risk factors, vulnerabilities and drivers underlying child marriage in each context. Assessing the context involves collecting and analysing information on the following:

- **Prevalence and/or trends in child marriage in the target population** (this information can be used later to help measure the impact of the intervention);

- **The formal and customary legal and policy frameworks** pertaining to child marriage;

- **Community knowledge, attitudes, practices and norms** that support or prevent child marriage in the target population to help develop communication campaigns and strategies for the local context, and to measure changes brought about by the intervention;

- **The factors – and changes in them – contributing to child marriage before and since the emergency/displacement** (especially economic conditions, safety and security risks for girls, and community perceptions about girls' risk and protection); and

- **Awareness of and access to GBV response services** for at-risk and married girls.

Tools

See **Kit 2: Assessment** for more information and tools for conducting comprehensive GBV assessments.

Nyumanzi, Uganda

See the following case study on an assessment of child marriage in the Jordanian context.

🫶 Case Study

Assessing the child marriage situation among refugees living in Jordan

UNICEF recognized the problem of child marriage early in the humanitarian response to the Syrian crisis in Jordan and undertook an assessment of the issue. The report, published in 2014, is considered an essential reference on the topic regionally.

The assessment looked at rates of child marriage within Jordanian, Palestinian and Syrian populations living in Jordan before and after the activation of the L3 emergency.

Key findings included the following:

- In 2012, 13 per cent of all registered marriages for Jordanians and 18 per cent for Syrians in Jordan were marriages involving a girl under the age of 18.

- The numbers of girls married early rose sharply among Syrian refugees in 2013 and the first quarter of 2014, with child marriage as a percentage of all registered marriages for Syrians increasing from 25 per cent in 2013 to 31.7 per cent in the first quarter of 2014.

- Of all Syrian girls who married between the ages of 15 and 17, 16.2 per cent married men who were 15 or more years older than them, compared with 6.3 per cent for Palestinian girls and 7 per cent of Jordanian girls who married early.

The research identified several reasons for child marriage, including economic hardship for the girl's family, protection of the girl and maintenance of cultural tradition. The research also found that the decision regarding marriage was most commonly made by the male head of the household.[17]

The assessment concluded that the crisis had exacerbated existing pressures believed to encourage child marriage, and it had also increased the danger that girls married early may end up in abusive or exploitative situations.

The full version of this case study can be found in the *Case Studies Booklet* in **Kit 1: Getting Started**.

Resources

▶ **Gender-based Violence Tools Manual**
Reproductive Health Response in Conflict Consortium (2004)
<http://reliefweb.int/report/world/gender -based-violence-tools-manual-assessment -program-design-monitoring-evaluation>

▶ **A Study on Early Marriage in Jordan**
UNICEF (2014)
<www.unicef.org/mena/UNICEFJordan_ EarlyMarriageStudy2014(1).pdf>

▶ **Compendium of Gender Scales for Assessing Gender-Related Attitudes and Beliefs**
  ○ Women's Empowerment Scale
  ○ Gender Beliefs Scale
  ○ Gender Equitable Men (GEM) Scale
  ○ Gender Norm Attitudes Scale
  ○ Gender Relations Scale
  ○ Household Decision-Making Scale
<www.c-changeprogram.org/content/ gender-scales-compendium/index.html>

▶ **Researching Violence Against Women: A Practical Guide for Researchers and Activists**
PATH and World Health Organization (2005)
<whqlibdoc.who.int/publications/2005/92 41546476_eng.pdf>

▶ **Using Participatory Methods for Researching Violence Against Women: An Experience from Melanesia and East Timor**
Australian Agency for International Development (2008)
<www.aes.asn.au/images/stories/files/ conferences/2009/Papers/Ellsberg,% 20Mary.pdf>

1.2 Results-based programme design

COs and partners must take the following four priority actions to support design and measurement of safe and effective child marriage prevention interventions:

a) **Apply a results-based approach to programme design;**

b) **Plan for evaluation from the beginning;**

c) **Mitigate risks and unintended consequences; and**
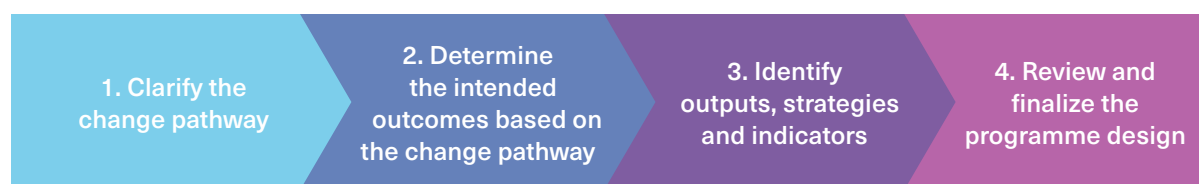
d) **Promote girls' participation.**

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a) Apply a results-based approach to programme design

COs should apply a structured approach to programme design so that:

✔ Interventions are based on a logical pathway for creating change;

✔ Interventions are results-oriented and intended changes are clearly identified; and

✔ Changes are measurable.

17 For the full report, see *United Nations Children's Fund, A Study on Early Marriage in Jordan,* UNICEF, 2014. Nearly all of the data used was from Shari'a courts; therefore, figures do not include unregistered marriages or those of couples not married in Shari'a courts. Jordanian law prohibits children aged below 15 to be legally married, and the marriage of a child aged 15–17 is possible in exceptional circumstances and only with special approval from a Shari'a court judge.

Working closely with stakeholders throughout each of the following steps of the programme design process will help to ensure child marriage prevention programming is results-based.

| 1. Clarify the change pathway | 2. Determine the intended outcomes based on the change pathway | 3. Identify outputs, strategies and indicators | 4. Review and finalize the programme design |

1. **Clarify the change pathway that will lead to a reduction in child marriage.** GBV prevention is a relatively new field of practice, particularly in emergency-affected settings. While there is growing evidence from non-emergency settings that carefully designed, multi-pronged interventions can be effective in reducing child marriage, there is little evidence about which interventions can be most effective in emergency settings.

   COs and partners therefore need to work with stakeholders to **carefully analyse the drivers of child marriage in the community and map the pathway** to creating positive change. Strategies to consider when mapping the potential change pathways include:

   - **Promotion of legislation, national policies and programmes** that protect children from child marriage and protect the rights of those children already married;

   - **Delivery of multi-pronged strategies** that empower girls; engage families and communities to change harmful beliefs and norms related to child marriage; and ensure at-risk and married girls have access to health, psychosocial, safety, legal and educational services; and

   - **Creation of community support and action** against child marriage.

   Tools

   Preventing Child Marriage Tool 1: Guide for Developing a Change Pathway

2. **Determine the intended outcomes** from the intervention based on the change pathway.

3. **Identify outputs, strategies and activities** for achieving the outcomes, as well as **indicators** for measuring progress during implementation (see the following sample strategies).

4. **Review and finalize the programme design**, ensuring its alignment with best practices, ethics and safety. Don't forget to consider how the programme will be monitored and evaluated as part of programme design.

   Tools

   Preventing Child Marriage Tool 2: Sample Results Framework

   Resources

   ▸ **UNICEF Programme Policy and Procedures Manual**
     ○ Chapter 3 Programme Preparation
     ○ Chapter 4 Programme Implementation and Management

     <https://unicef.sharepoint.com/teams/OED/PPPManual/SiteAssets/Welcome%20to%20the%20Programme,%20Policy%20and%20Procedure%20Manual.aspx?wa=wsignin1.0>

   ▸ **UNICEF Technical Notes: Special Considerations for Programming in Unstable Situations**
     <www.mona.uwi.edu/cardin/virtual_library/docs/1255/1255.pdf>

b) Plan for evaluation from the beginning

As GBV prevention in emergency-affected settings is an emerging field of practice, every intervention provides a valuable opportunity to learn what works and how it works to prevent GBV in different settings. This evidence and information can support the scaling-up of strategies that prove to be effective in the setting where they are piloted. It can also support adaptation of interventions to other emergency-affected contexts. While it may not always be viable to demonstrate the impact of an intervention on the incidence rate of child marriage in the short-term, every effort must be made to measure shifts in community attitudes, norms and behaviours related to child marriage wherever possible.

Evaluations require planning, adequate funding and collection of baseline data against which change can be measured.

When and how to evaluate a child marriage intervention must be planned during the programme design phase to ascertain the degree to which it has created positive change – including, where viable, change in violence-supportive norms and behaviours.

Planning for an impact evaluation begins during programme design. CP and GBV specialists need to have a good understanding of the purpose and process of outcome and impact evaluations, as well as knowledge and skills for planning and managing external evaluations.

Tools

See **Kit 4: Evaluation** for more information on planning and managing GBV outcome and impact evaluations in emergencies.

c) Mitigate risks and unintended consequences

Preventing child marriage involves stimulating dialogue and debate in communities about gender, power, inequality and traditional practices. While discussing and challenging beliefs, attitudes and norms that enable child marriage is an important part of breaking the silence around it and preventing it, this needs to be done sensitively and considering any potential backlash and risks that may arise.

COs and partners must work closely with community stakeholders during assessment and design, as well as throughout implementation, to minimize safety problems or unintended negative consequences that may arise from child marriage prevention efforts. Assessing and managing risks that arise from GBV programmes is an ongoing responsibility for COs, as situations change and problems may only become apparent during the life of the programme.[18]

Lake Region, Chad

18 Women's Refugee Commission, *A Double-Edged Sword: Livelihoods in emergencies guidance and tools for improved programming*, WRC, New York, 2014.

Raising awareness about child marriage might encourage girls who are at risk of marriage – or those in unwanted or abusive marriages – to speak out or seek help. Because of this, UNICEF prevention programmes must always be linked with good quality response systems that are ready to provide care, support and protection to children. These response systems, in turn, must be ready to respond to any increase in demand created by child marriage prevention programmes.

Tools

Preventing Child Marriage Tool 3: Risk Management Checklist and Planning Template

Resources

▶ **Girl Safety Toolkit: A resource for practitioners**
Girl Hub (2014)
<www.girleffect.org/media?id=3050>

Ramadi, Iraq

d) Promote girls' participation

There can be many barriers to girls' participation in programming. For example, girls often have limited mobility, and in some settings, girls are not able to leave the home without a male family member.[19] Girls' lack of mobility and the requirement for them to be accompanied by a relative can make it difficult for them to attend school, engage in economic and non-formal education activities or participate in social empowerment initiatives. In displaced settings, family reluctance for girls to leave the household is exacerbated by both real and perceived threats to girls' safety.

In all contexts, it is vitally important for COs and partners to work with family members and other gatekeepers to identify barriers and strategies for facilitating girls' participation in programme activities, as well as their access to health, education and other support services. Strategies for maximizing girls' programme participation include:

- Involving family members as partners, allies and beneficiaries from the outset of programming;

- Including childcare for girl mothers at programme meetings and activities;

- Conducting meetings in safe, accessible locations at convenient times for girls; and

- Recognizing the time and resources girls spend on programme activities (including getting to and from activities) and, where appropriate, assisting with attendance costs, such as transport.

19 An assessment of GBV and child protection issues among Syrian refugees living in Jordan found that adult women are only half as likely as under-age boys to go outside their house daily; one-fifth of girls never go outside their house; and displacement has made it even less likely for girls to ever be allowed to leave the house. For further information, see United Nations Entity for Gender Equality and the Empowerment of Women, *Inter-agency assessment of Gender-based Violence and Child Protection among Syrian Refugees in Jordan, with a focus on Early Marriage*, UN Women, Aman, 2013.

Resources

▶ **Strong Girls, Powerful Women: Program planning and design for adolescent girls in humanitarian settings**
Women's Refugee Commission (2014)
<www.womensrefugeecommission.org/girls/resources>

▶ **Girls in Emergencies and Humanitarian Settings Resource List**
Coalition for Adolescent Girls
<http://coalitionforadolescentgirls.org/resources-by-topic-2/>

▶ **Girl Consultation Toolkit**
Nike Foundation (2013)
<www.girleffect.org/media?id=2986>

▶ **I'm Here: Adolescent Girls in Emergencies – Approach and tools for improved response**
Women's Refugee Commission (2014)
<www.womensrefugeecommission.org/resources/document/1078-i-m-here-report-final-pdf>

▶ **The Insights Toolkit**
Girl Hub (2013)
<www.girleffect.org/media?id=3208>

▶ **Girl-Centred Program Design Toolkit**
Population Council (2010)
<www.popcouncil.org/uploads/pdfs/2010PGY_AdolGirlToolkitComplete.pdf>

▶ **Using Data to See and Select the Most Vulnerable Adolescent Girls**
Population Council (2012)
<www.popcouncil.org/uploads/pdfs/2012PGY_GirlsFirst_Data.pdf>

▶ **Time Use PRA Guide and Toolkit for Child and Youth Development Practitioners**
Family Health International (2013)
<www.microlinks.org/library/time-use-pra-guide-and-toolkit-child-and-youth-development-practitioners>

Step 2: Implementation

The specific activities identified to prevent child marriage in each setting will be selected based on the locally developed change pathway and the operational context. For example, in some countries, law reform will be an important component of UNICEF prevention programming, whereas in other settings it may not – such as settings where there is already a strong legal framework in place, or other law and justice sector actors are supporting law reform efforts pertaining to child marriage.

The following information is therefore not intended to be prescriptive; instead, it is intended to provide information on different potential components of comprehensive child marriage prevention programming.[20]

Different components of UNICEF's comprehensive child marriage prevention programmes include:

2.1 Enshrining prevention and protection from child marriage in legislation, policy and customary law;

2.2 Empowering girls socially and economically;

2.3 Establishing social safety nets for vulnerable families;

2.4 Engaging families and communities to build positive and protective social norms;

2.5 Mobilizing community action against child marriage; and

2.6 Fostering participation and demand for change.

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20 See Warner, A., K. Stoebenau and A. Glinski, 'More Power to Her: How Empowering Girls Can Help End Child Marriage', ICRW, Washington D.C., 2014; and Girls Not Brides, 'Theory of Change to End Child Marriage', <www.girlsnotbrides.org/child-marriage-theory-of-change/interactive/#>, accessed 9 April 2017.

Presevo, Serbia

2.1 Enshrining prevention and protection from child marriage in legislation, policy and customary law

Reforming criminal, civil and customary laws so they protect children from marriage – and afford legal protections to those who are married – is an important prevention strategy. Supporting statutory law reform may not be appropriate in all settings, such as in situations where there is adequate legislation in place or where law reform is already underway. However, in fragile and other settings where UNICEF is supporting State-building efforts, COs can contribute to advocacy efforts and take supportive action to help enshrine children's rights to protection from child marriage within criminal, civil and customary legal codes.

In stabilized situations, UNICEF supports the drafting and implementation of legislation that criminalizes child marriage, as well as other forms of GBV, in line with regional and international law and human rights standards. Law reform efforts should address all laws with a bearing on child marriage, including those pertaining to age of marriage,

family law, property rights, and custody and protection of children. A country's criminal and civil laws and procedures should:

- Recognize all forms of GBV, including child marriage, and provide clear definitions;

- Contain guidelines for appropriate means of holding perpetrators accountable and protecting and compensating survivors; and

- Clarify the jurisdictions, roles and relationships between formal and informal justice systems.

UNICEF COs can also prevent child marriage by assisting in the development and implementation of **national policies, programmes and frameworks,** such as national action plans to prevent violence against children and women. UNICEF COs should always seek opportunities to strengthen formal CP frameworks and systems to reflect and meet the needs and rights of children who are already married.

See the following case study on UNICEF Nepal's work to support the development of a national strategy and action plan to address child marriage in Nepal.

Creating a national strategy and action plan to address child marriage in Nepal

In recognition of the need for a concerted national effort to address child marriage in Nepal, UNICEF supported the Government of Nepal to develop a national strategy and action plan to accelerate and unify multi-sectoral work to end child marriage. The strategy development process was overseen by an inter-ministerial Steering Committee on Ending Child Marriage, comprising more than ten ministries, and was highly participatory, encouraging ownership by a wide stakeholder group.

As of early 2017, the Government was in the process of developing a costed national action plan to implement the National Strategy. The national steering committee had six task forces linked to the strategic directions set out in the strategy, and UNICEF was engaged in all six. UNICEF made plans to continue supporting the Government in the development and implementation of the national action plan, including monitoring and evaluation, district and national coordination, and ongoing advocacy to help maintain momentum.

The full version of this case study can be found in the *Case Studies Booklet* in **Kit 1: Getting Started**.

Resources

▶ **Supplement to the Handbook for Legislation on Violence Against Women: "Harmful practices" against women**
UN Department of Economic and Social Affairs (2011)
<www.un.org/womenwatch/daw/vaw/handbook/Supplement-to-Handbook-English.pdf>

▶ **Reforming the Legislation on the Age of Marriage: Successful experiences and lessons learned from Latin America and the Caribbean**
UN Women, UNICEF, UNFPA, World Health Organization, UNAIDS and Pan American Health Organization (2016)
<www.girlsnotbrides.org/reports-and-publications/reforming-legislation-age-marriage-successful-experiences-lessons-learned-latin-america-caribbean/>

▶ **Handbook on Legislative Reform: Realizing Child Rights**
UNICEF (2008)
<www.unicef.org/crc/files/Handbook_on_Legislative_Reform.pdf>

▶ **Handbook for Legislation on Violence Against Women**
UN Department of Economic and Social Affairs (2010)
<www.un.org/womenwatch/daw/vaw/handbook/Handbook%20for%20legislation%20on%20violence%20against%20women.pdf>

▶ **Handbook for National Action Plans on Violence Against Women**
UN Women (2012)
<www.un.org/womenwatch/daw/vaw/handbook-for-nap-on-vaw.pdf>

▶ **Do Our Laws Promote Gender Equality? A Handbook for CEDAW-based Legal Reviews**
UN Women (2012)
<http://asiapacific.unwomen.org/en/digital-library/publications/2012/8/do-our-law-promote-gender-equality-cedaw-bahasa>

▶ **Engaging Men in Public Policies for the Prevention of Violence Against Women and Girls**
UN Women, UNFPA, EME/CulturaSalud and Promundo (2016)
<http://endvawnow.org/uploads/tools/pdf/1470922012.pdf>

▶ **Virtual Knowledge Centre to End Violence Against Women and Girls**

  ○ Legislation Module

UN Women
<www.endvawnow.org/en/modules/view/8-legislation.html>

In many settings, child marriage occurs within the context of **customary law**. COs can advocate and provide funding and technical support for codification of customary laws, aligning them with State laws and international norms to eliminate discriminatory practices, reduce subjective outcomes and reduce penalties that punish or further harm survivors of GBV, including child marriage.

Resources

▶ **Informal Justice Systems: Charting a course for human rights-based engagement**
UN Women, UNICEF and UNDP (2013)
<www.unwomen.org/en/digital-library/publications/2013/1/informal-justice-systems-charting-a-course-for-human-rights-based-engagement>

▶ **Virtual Knowledge Centre to End Violence Against Women and Girls**

  ○ Justice Module

UN Women
<www.endvawnow.org/en/modules/view/7-justice.html>

2.2 Empowering girls socially and economically

UNICEF COs and partners addressing child marriage should implement a tailored set of activities aimed at building girls' economic and social assets. These include:

a) **Establishing safe spaces and support networks for girls;**

b) **Educating girls about their rights and helping them to develop life skills; and**

c) **Targeting girls for economic strengthening.**

a) Establishing safe spaces and support networks for girls

Fostering girls' agency and empowerment involves building their confidence, self-esteem and support networks. In some situations, girls may have limited opportunities to establish social networks or to participate in community activities. During adolescence, girls' mobility often becomes more restricted, and once they are married, they may have even fewer avenues for developing supportive social networks outside the family. In many contexts, girls have become skilled at creating resilient support networks for and among themselves. Interventions should assess and build upon existing supportive networks that girls have developed, collaborating closely with and following the lead of girls and young women.

One important avenue for building girls' connections and support networks is **safe space programming.** Safe spaces are places where girls can meet together and engage in informal and formal social support and education activities, such as peer support and mentoring, to help develop self-esteem, self-confidence and mutual support. When there are no safe spaces in which girls can gather and participate in activities, UNICEF and partners should establish them as part of child marriage prevention programmes. If there are already safe spaces operating that cater to adolescent girls, it may be more appropriate to link in with them as partners in child marriage prevention programming. See the following case study on implementing safe space programming in Jordan.

Tools

See **Kit 3.2: Programming – Building Girls' and Women's Safety and Resilience**, *Section 4: Safe Space Programming*.

Mafraq Governorate, Jordan

Safe spaces for girls in Jordan

In Jordan, UNICEF integrated GBV mitigation activities into child-friendly space programming. Known as Makani Centres (meaning 'My Space': I am safe, I can learn, I connect), the child-friendly spaces provided comprehensive, cost-effective and accessible services to children and young people in both refugee camp and host community settings in Jordan.

All Makani spaces provided adolescent girls with social activities and life skills training. The Makanis also offered adolescent girls and their caregivers courses that raised awareness of the potential challenges faced by girls who marry before the age of 18. Discussions about pregnancy and children helped girls understand the responsibilities of marriage; and discussions on health risks associated with child pregnancies were aimed at influencing both the girls' and their caregivers' decisions about child marriage.

Makani Centres also targeted specific support to adolescent girls and young women who were already married, providing them with a confidential place to discuss challenges they faced at home – particularly communication challenges with older husbands. In addition to providing psychosocial support, case management and referrals to appropriate and specialist services, including repro- ductive health care, married girls were also assisted in completing their educa- tion through advocacy with government institutions and civil society organizations.

The full version of this case study can be found in the *Case Studies Booklet* in **Kit 1: Getting Started**.

b) Educating girls about their rights and helping them to develop life skills

Girls need the opportunity to obtain factual, understandable information and to develop critical thinking, communication and problem-solving skills. While UNICEF often integrates life skills education for girls into CP, Education or HIV activities in emergencies, married girls and others not attending school are often not able to benefit from these programmes. In addition to providing helpful information, well-designed transformative education curriculums foster consciousness and dialogue about rights, responsibilities, and gender and other power relations.[21] They also build girls' and women's legal and political literacy. COs should tailor and deliver a group education curriculum for at-risk and married girls covering the following topics:

- Legal and human rights, including the right to live free from violence;
- Bodies and health;
- Child health and development;
- Gender and how it relates to household dynamics and decision-making;
- Effective communication and problem solving;
- Leadership skills; and
- Gender, power and violence.

Information must be easy to understand and culturally appropriate, and wherever possible, COs should draw on existing locally based life skills curriculums. Where it is safe to do so, education sessions can be used to provide girls with information on available services and resources for survivors.

Resources

▸ **Adolescent Girls Toolkit Iraq**
UNICEF and UNFPA (2017)

▸ **Life Skills – Skills for Life: A handbook**
International Federation of Red Cross and Red Crescent Societies (2013)
<http://pscentre.org/resources/life-skills-skills-for-life-a-handbook/>

▸ **Go Girls! Community-based Life Skills for Girls: A Training Manual**
Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs (2011)
<www.thehealthcompass.org/sites/default/files/project_examples/GoGirls_English_Final_Rev1.pdf>

▸ **Health and Life Skills Curriculum for Adolescent Girls**
Population Council
<www.popcouncil.org/uploads/pdfs/2013PGY_HealthLifeSkills_AGEP.pdf>

▸ **It's All One Curriculum: Guidelines and Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights Education**
International Sexuality and HIV Curriculum Working Group

▸ **Program M: Working with Young Women for Empowerment, Rights and Health**
Instituto Promundo, Salud y Género, ECOS, Instituto PAPAI and World Education
<https://promundoglobal.org/wp-content/uploads/2014/12/Program-M-Working-With-Young-Women.pdf>

▸ **iMatter: Teaching about Puberty, Gender, and Fairness**
Population Council (2015)
<https://marketplace.mimeo.com/PopCouncil#name=13>

▸ **Building Girls' Protective Assets**
Population Council (2016)
<www.popcouncil.org/uploads/pdfs/2016PGY_GirlsProtectiveAssetsTools.pdf>

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21 World Bank, *Voice and Agency: Empowering Women and Girls for Shared Prosperity,* World Bank, Washington D.C., 2014.

c) Targeting girls for economic strengthening

A variety of economic strengthening activities should be considered to help build girls' assets and influence and to develop alternative valued roles for them within the community. Economic opportunities for girls who have graduated from school can help demonstrate to girls the advantages of completing their education.

Which activities are most appropriate will be shaped by the local economic context – recognizing, for example, the limited or restricted employment and economic opportunities available for refugees in many settings. Even in such restricted settings, however, it is important to build girls' financial management knowledge and skills.

Economic strengthening activities targeting girls must be complemented with interventions that engage parents, other family members and community gatekeepers to ensure their acceptance of such activities, to promote girls' participation and to reduce the risk of backlash against girls.

Bangassou, Central African Republic

Tools

See **Kit 3.2: Programming – Building Girls' and Women's Safety and Resilience**, *Section 5: Economic Strengthening for Adolescent Girls*.

The following economic activities may be considered by COs to help build girls' economic assets, depending on what is most appropriate in each context.

Savings and credit schemes

Where appropriate, savings and credit schemes can be used to provide girls with financial assets. There are a wide variety of approaches to savings and credit, including individual and group, formal and informal. COs and partners will need to make sure that the model adopted in each context is relevant, is age- and gender-specific and does not place girls at risk of further harm.

Resources

▶ **Village Savings and Loan Associations (VSLAs) Field Officer Training Guide and Village Agent Training Guide**
Village Savings and Loans Association (2011)
<www.fsnnetwork.org/sites/default/files/vsl_programme_guide_for_village_agents_-_version_1.04_english.pdf>

▶ **Building Livelihoods: A field manual for practitioners in humanitarian settings, micro-finance intervention**
Women's Refugee Commission (2009)
<www.womensrefugeecommission.org/resources/document/281-building-livelihoods-a-field-manual-for-practitioners-in-humanitarian-ettings+A+Field+Manual+for+Practitioners+in+Humanitarian+Settings>

Gaza, Palestine

Financial education

Alongside building financial assets such as cash, savings and credit, economic strengthening activities should provide all girls with age-appropriate financial education.

Resources

▶ **Financial Education Curriculum**
Population Council (2013)
<www.popcouncil.org/uploads/pdfs/2013
PGY_FinancialEducation_AGEP.pdf>

▶ **Financial Education for Adolescent Girls**
C. Morcos and J. Sebstad (2011)
<www.womensworldbanking.org/PDFs/23
_FinanEducationforAdolescentGirls.pdf>

▶ **Financial Education's Contribution
to Girls' Economic Empowerment:
A global review**
Aflatoun International
<www.educationinnovations.org/sites/
default/files/Aflatoun%20International%
20-%20Financial%20Education%20for
%20Adolescent%20girls%20-%20Policy
%20Brief_0.pdf>

Small-scale income generating activities

Economic strengthening can involve provision of a range of inputs for small-scale income generating activities for girls, including tailored business and vocational skills training. COs need to take care to select income generating activities that are viable and profitable and do not create additional burdens or risks for girls.

Resources

▶ **Income Generating Activities: A key
concept in sustainable food security**
Action Contre La Faim (2009)
<http://dd0jh6c2fb2ci.cloudfront.net/
sites/default/files/publications/Income_
generating_activities_A_key_concept_in_
sustainable_food_security_09.2009.pdf>

▶ **Sustainable Livelihoods Guidance
Sheets**
*UK Department for International
Development*
<www.eldis.org/vfile/upload/1/document/
0901/section2.pdf>

- ▶ **Integrating Protection/GBV Mitigation into Livelihood Programs Checklist**
  Women's Refugee Commission (2012)
  <https://womensrefugeecommission.org/resources/document/857-integrating-protectiongbv-mitigation-into-livelihood-programs-checklistGBV>

- ▶ **Building Livelihoods: A field manual for practitioners in humanitarian settings, Labor Market Assessment**
  Women's Refugee Commission (2009)
  <www.womensrefugeecommission.org/search?q=Labor+Market+Assessment+in+Building+Livelihoods+A+Field+Manual+for+Practitioners+in+Humanitarian+Settings>

- ▶ **Post-Conflict Economic Recovery: Enabling local ingenuity**
  UNDP (2008)
  <www.undp.org/content/dam/undp/library/crisis%20prevention/undp-cpr-post-conflict-economic-recovery-enable-local-ingenuity-report-2008.pdf>

- ▶ **Leveraging Apprenticeships to Reach and Benefit Vulnerable Youth: Lessons from STRIVE's Afghan secure futures program**
  USAID (2013)
  <www.microlinks.org/library/strive-learning-report-2-leveraging-apprenticeships-reach-and-benefit-vulnerable-youth-lesson>

- ▶ **Youth Livelihoods Development Program Guide**
  USAID and EQUIP3 (2008)
  <http://idd.edc.org/sites/idd.edc.org/files/EQUIP3-Livelihoods-Guide.pdf>

- ▶ **Transforming Livelihoods for Resilient Futures: How to Facilitate Graduation in Social Protection Programmes**
  Future-Agricultures (2011)
  <http://ovcsupport.net/resource/transforming-livelihoods-for-resilient-futures-how-to-facilitate-graduation-in-social-protection-programmes/>

- ▶ **SEEP Children and Economic Strengthening Resources**
  <www.seepnetwork.org/children--youth-and-economic-strengthening-pages-20202.php>

2.3 Establishing social safety nets for vulnerable families

Cash transfers or other social protection interventions to vulnerable households have proven effective in keeping girls in school and delaying marriage in many different settings globally. This form of social protection is increasingly being trialled by UNICEF and other humanitarian actors in emergency-affected settings. Cash transfers or other approaches, such as vouchers, can help to alleviate household economic insecurity (one common risk factor for child marriage) and should therefore be considered in settings where this is a key driver of child marriage.

Resources

- ▶ **Integrated Social Protection Systems: Enhancing equity for children**
  UNICEF (2012)
  <www.unicef.org/socialprotection/framework/files/UNICEF_SPSFramework_whole_doc(1).pdf>

- ▶ **Conditionality in Cash transfers in Emergencies: UNICEF's approach**
  UNICEF (2016)
  <http://www.unicefinemergencies.com/downloads/eresource/docs/Cash%20in%20Emergencies/Conditionality%20in%20Cash%20Transfers%20-%20UNICEF's%20Approach-2.pdf>

- ▶ **Integrating Cash Transfers into Gender-based Violence Programs in Jordan: Benefits, risks and challenges**
  International Rescue Committee (2015)
  <www.cashlearning.org/downloads/erc-irc-action-research-web.pdf>

- ▶ **Empowered and Safe: Economic strengthening for adolescent girls in emergencies**
  Women's Refugee Commission (2014)
  <www.womensrefugeecommission.org/images/zdocs/Econ-Strength-for-Girls-Empowered-and-Safe.pdf>

Economic strengthening activities targeting girls must be complemented with interventions that engage parents, other family members and community gatekeepers to ensure their acceptance of such activities, to promote girls' participation and to reduce the risk of backlash against girls.

▶ **Guide for Protection in Cash-Based Interventions**

  ○ Practitioner Guide
  ○ Tips for Mainstreaming
  ○ Risk and Benefits Analysis Tool

  UNHCR (2015)
  <www.womensrefugeecommission.org/issues/livelihoods/research-and-resources/1280-protection-in-cash-based-interventions>

▶ **Integrated Social Protection Systems: Enhancing Equity for Children**
  UNICEF (2012)
  <www.unicef.org/socialprotection/framework/files/UNICEF_SPSFramework_whole_doc.pdf>

▶ **Violence Against Women and Girls Resource Guide and Social Protection Brief**
  World Bank (2014)
  <www.vawgresourceguide.org/sites/default/files/briefs/vawg_resource_guide_social_protection_brief_-_nov_26.pdf>

▶ **Cash Transfers in Emergencies: A practical field guide**
  HelpAge International (2010)
  <www.humanitarianresponse.info/ru/topics/cash-transfer-programming/document/cash-transfers-emergencies-practical-field-guide>

▶ **Gender Equality Promotion in Cash Transfer Programs Toolkit (in Portuguese only)**
  Promundo
  <http://promundoglobal.org/wp-content/uploads/2016/07/caderno_capas_vdigital-1.pdf>

▶ **The Cash Learning Partnership website**
  <www.cashlearning.org>

▶ **SEEP Children, Youth and Economic Strengthening Resources website**
  <www.seepnetwork.org/children--youth-and-economic-strengthening-pages-0202.php>

2.4 Engaging families and communities to build positive and protective social norms

Addressing the deeply held values, traditions and social norms that underpin child marriage involves engaging families and the wider community in a comprehensive communication strategy to foster a process of education, reflection, dialogue and change. Such an approach engages families and communities to create positive, gender-equitable and protective attitudes and social norms.

Complementary strategies within a comprehensive communication approach include:

a) **Public information and education campaigns;**

b) **Sensitization and education for parents and other family decision-makers; and**

c) **Facilitated community discussion, debate and dialogue to build positive, protective social norms.**

a) Public information and education campaigns

Public information and education campaigns are an important first step and ongoing strategy for community engagement on child marriage prevention. These campaigns:

• Help to share facts about the harms associated with child marriage, including health and human rights dimensions;

• Inform people about legal rights to protection from child marriage, where they exist and efforts to address the issue; and

• Reinforce and support changes brought about through more intensive communication approaches aimed at shifting attitudes and norms, such as group education and community dialogue.[22]

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22 Marcus, R. and E. Page, Changing discriminatory norms.

Public education campaigns that use multiple channels of communication achieve a higher proportion of positive outcomes. Targeting must extend beyond individuals and households to include service providers, traditional and religious leaders, and decision-makers at different levels to engender community-wide support for change.[23]

COs and partners should include public information and education campaigns within a comprehensive communication strategy to foster attitudinal and norm change and catalyse community action against child marriage. Information and education campaigns must be based on clearly defined objectives; use careful targeting; and pre-test all messages, as some images or messages can inadvertently reinforce harmful norms, even when they are trying to do the opposite.[24]

Public information and education campaigns should adopt participatory approaches and use a variety of different channels and messages for communicating with different audiences. For example, different messages may be used to target men, women, young people, decision-makers and other influencers in child marriage prevention.[25] Communication channels commonly used for information and education campaigns include:

- **Print media,** such as pamphlets, billboards, posters, comic books and stickers;

- **Electronic media,** such as radio, television, film and video;

- **Community channels,** such as street theatre, song and dance; and

- **Social media** or internet-based tools that allow people to create, share or exchange information, ideas, pictures and videos in virtual communities and networks.

When developing information and communication materials for child marriage prevention campaigns, it is important to ensure the input of those with expertise on communications. The following must also be considered:[26]

- When diffusion of ideas, rules and behaviours starts with opinion leaders, the news spreads more rapidly.

- Who is the intended audience for the information? Does information need to be communicated to the whole community or to a particular group? Whose opinions matter regarding particular behaviours?

- The people sharing the information should not address others in a top-down way; instead, they should find common ground and encourage discussion and debate.

- Using more than one method of communication will increase the chance that the information and ideas for preventing child marriage will spread and be adopted by others.

- Communication about child marriage should not show girls and women in undignified and powerless ways – or boys and men as highly aggressive or violent – as this can reinforce harmful beliefs and norms rather than challenge them.

- The local media can be an important resource for mobilizing community support and activity; it is also critical for sharing information with the community about available GBV services and about the progress of efforts to end child marriage.

See the following case study on community education and mobilization against child marriage in Lebanon.

23 Marcus and Page, 'Changing discriminatory norms'.
24 Paluck, L. and E. Ball, 'Social norms marketing aimed at gender based violence: A literature review and critical assessment', IRC, New York, 2014.
25 Marcus and Page, 'Changing discriminatory norms'.
26 United Nations Children's Fund, 'Catalysing Change', *Communities Care: Transforming Lives and Preventing Violence Toolkit*, UNICEF, New York, 2014, pp. 51-52.

Multi-faceted communication on child marriage in Lebanon

In Lebanon, UNICEF's community education on child marriage involved a multi-faceted approach, including:

- *Raising the awareness of girls, boys and their caregivers* about the impact of child marriage on girls' physical and reproductive health, exposure to domestic violence, psychosocial well-being, access to education, and access to resources and opportunities in the longer-term. Awareness-raising was carried out through a series of culturally sensitive information, education and communication materials developed with the participation of communities.

- *Production and use of an animated video on child marriage* at awareness-raising sessions, followed with discussion groups on child marriage facilitated by trained outreach volunteers and social workers. Posters and leaflets reinforcing the key messages were distributed at the end.

- *Community theatre,* developed in close collaboration with community leaders and other key individuals (such as mothers-in-law). These theatre initiatives targeted communities with high levels of child marriage as a tool to initiate discussion and debate.

- *Training and support to respected Muslim clerics* to deliver key messages on child marriage, intimate partner violence and sexual harassment at sermons to build community awareness and support for attitudinal and behavioural change toward child marriage and other forms of GBV. A female religious leader delivered sermons and led discussions on child marriage with women and girls.

Northern Lebanon

Resources

▸ **Communication for Development: Strengthening the effectiveness of the United Nations**
UNDP (2011)
<www.unicef.org/cbsc/files/Inter-agency_C4D_Book_2011.pdf>

▸ **Behaviour Change Communication in Emergencies: A Toolkit**
UNICEF (2006)
<www.unicef.org/cbsc/files/BCC_Emergencies_full.pdf>

▸ **Communication for Humanitarian Action Toolkit (CHAT): Working Version**
UNICEF (May 2015)
<www.unicefinemergencies.com/downloads/eresource/docs/Communication%20for%20Development/6-C4D-CHAT_Proof-2.pdf>

Principles for
Working with
Men and Boys

▶ **Entertainment-Education and Child Marriage: A Scoping Study for Girls Not Brides**
Girls Not Brides (2017)
<www.girlsnotbrides.org/wp-content/uploads/2017/02/Entertainment-Education-and-child-marriage-scoping-study-Jan-2017-2.pdf>

▶ **Strategic Communication for Behaviour and Social Change in South Asia**
UNICEF South Asia Regional Office (2005)
<www.unicef.org/cbsc/files/Strategic_Communication_for_Behaviour_and_Social_Change.pdf>

▶ **Development Communication Sourcebook: Broadening the Boundaries of Communication**
World Bank (2008)
<http://siteresources.worldbank.org/EXTDEVCOMMENG/Resources/DevelopmentCommSourcebook.pdf>

Websites

▶ **UNICEF Communication for Development**
<www.unicef.org/cbsc/>

▶ **UNICEF Communication for Development in Emergencies**
<www.unicefinemergencies.com/downloads/eresource/Communication_for_Development.html>

b) Sensitization and education for parents and other family decision-makers

Sensitization and education targeting parents and other family decision-makers – both male and female – is an essential component of child marriage prevention interventions. Not only are families the custodians of children's well-being; discriminatory gender norms are also reproduced and reinforced within the family, taught to children from infancy.[27]

Working with fathers, husbands, brothers and others with influence over decision-making within the family must be done in line with good practice **principles for working with men and boys**.[28] As part of child marriage prevention programmes, parents and other family members should be provided with the opportunity to learn about, reflect on and openly discuss:

- Legal and human rights, including the right to live free from violence;

- Risks and harms of child marriage;

- Child health and development; and

- Gender, power and violence.

Resources

▶ **Child Protection Sessions for Caregivers and Parents Training Toolkit**
Save the Children International and UNHCR (2013)
<http://resourcecentre.savethechildren.se/library/child-protection-sessions-parents-and-caregivers-training-toolkit>

▶ **Engaging Men and Boys in Gender Transformation: The group education manual**
EngenderHealth and Promundo (2014)
<http://promundo.org.br/wp-content/uploads/2014/12/Engaging-Men-and-Boys-in-Gender-Transformation-The-Group-Education-Manual.pdf>

▶ **Adolescent Boys and Young Men: Engaging them as supporters of gender equality and health and understanding their vulnerabilities**
Promundo and UNFPA (2016)
<www.unfpa.org/sites/default/files/pub-pdf/Adolescent_Boys_and_Young_Men-SINGLE_PAGES-web.pdf>

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27 Jewkes, R., M. Flood and J. Lang, 'From work with men and boys to changes of social norms and reduction of inequities in gender relations: A conceptual shift in prevention of violence against women and girls', *The Lancet,* Violence Against Women and Girls Series, Paper 3, 2014.
28 Department for International Development, 'Practical Guide on Community Programming on Violence against Women and Girls', *Violence Against Women and Girls How to Note 2*, DFID, London, 2012.

- ▶ **Working with Men and Boys to End Violence Against Women and Girls: Approaches, challenges, and lessons**
  USAID (2015)
  <https://www.usaid.gov/sites/default/files/documents/1865/Men_VAW_report_Feb2015_Final.pdf>

- ▶ **Engaging Men and Boys to End Violence Against Women: An annotated bibliography of online resources**
  Learning Network, Centre for Research and Education on Violence Against Women and Children (2013)
  <www.vawlearningnetwork.ca/sites/vawlearningnetwork.ca/files/Engaging_Men_Annotated_Bibliography.pdf>

- ▶ **Virtual Knowledge Centre to End Violence Against Women and Girls**

  ○ Men and Boys Module
  UN Women
  <www.endvawnow.org/en/modules/view/9-men-boys.html>

- ▶ **Institute for Development Studies Men, Boys and Gender Equality Resources**
  <http://menandboys.ids.ac.uk/ >

c) Facilitated community discussion, debate and dialogue to build positive, protective social norms

UNICEF is increasingly adopting participatory, dialogue-based approaches to transforming harmful social norms that enable GBV. This approach aims to develop a critical mass of people who no longer accept GBV, who commit to changing their own behaviour, and who demand accountability for perpetrators and support for survivors. Participatory, values-based discussions have proven effective in stimulating community dialogue and questioning of harmful social norms and catalysing community action to prevent female genital mutilation/cutting (FGM/C), sexual violence and child marriage.

The facilitated discussion process brings people together in a safe space to build awareness about harmful consequences and human rights dimensions of GBV. It helps participants reflect on community values and agree on a vision for a peaceful and healthy community. A transformative human rights approach is articulated through religious and cultural frameworks and locally relevant materials such as religious teachings, folklore, proverbs, and other shared ideals and explanatory models. The gap between human rights principles (which in many contexts include religious principles and values) and the realities for girls and women in the community is used to foster dialogue about injustice, discrimination and violence against girls and women, as well as to help participants reflect on how GBV negatively affects the whole community. The community is then supported in publicly showing and acting on their commitment to positive behaviours and actions that prevent GBV.[29]

UNICEF is continually developing and piloting community-based approaches to communication for social norms change, and COs that adopt social norms approaches in emergencies are encouraged to draw on existing materials and lessons learned as they develop interventions. See the following case study on the Communities Care programme.

> ### 🫶 Case Study
>
> **Communities Care: Transforming lives and preventing violence through social norm change**
>
> In response to the urgent need to develop and test effective strategies to prevent GBV in conflict-affected communities, UNICEF developed the *Communities Care: Transforming Lives and Preventing Violence* programme.

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29 United Nations Children's Fund, 'Catalysing Change', *Communities Care: Transforming Live and Preventing Violence Toolkit,* UNICEF, New York, 2014.

Communities Care was premised on the idea that while armed conflict causes terrible suffering for those affected, the disruption it wreaks may also present an opportunity for positive change in social norms that can contribute to gender equality while decreasing levels of discrimination and GBV.

The goal of Communities Care was to create healthier, safer and more peaceful communities in two ways: (1) by working with communities to improve access to care and support for sexual violence survivors and (2) by transforming harmful social norms that upheld GBV into norms that promoted dignity, equality and non-violence.

Communities Care used two inter-related programme strategies. The first was to improve timely, coordinated and compassionate care and support for survivors by strengthening community-based response. The second was to reduce tolerance for GBV within the community and catalyse community-led action to prevent it by engaging community members in a facilitated discussion process. Within this process, community members collectively reflected on and explored values, aspirations and harmful norms that fostered violence and discrimination, while also exploring alternatives to violence and discrimination. Community members were encouraged to take concrete action to promote greater gender-equitable relationships in their families and communities. Communicating a commitment to gender-equitable beliefs and behaviours to others – and building an environment that supported non-violent, healthy behaviour through the adoption of laws and policies – were also vital aspects of the Communities Care change process.

Bekaa Valley, Lebanon

Resources

▶ **Communities Care: Transforming Lives and Preventing Violence Toolkit**
UNICEF (2014)

▶ **Shifting Social Norms to Tackle Violence Against Women and Girls (VAWG)**
Department for International Development (2016)
<www.gov.uk/government/uploads/ system/uploads/attachment_data/file/ 507845/Shifting-Social-Norms-tackle -Violence-against-Women-Girls3.pdf>

▶ **Social Norms Professional Development Pack**
GSDRC and University of Birmingham (2016)
<www.gsdrc.org/professional-dev/social -norms/>

2.5 Mobilizing community action against child marriage

Gender-equitable, non-violent attitudes and norms are more likely to take hold and help prevent child marriage if they are reinforced by community support and action, as well as by rules, policies and by-laws. Mobilizing decision-makers, community institutions, and religious, traditional and elected community leaders and officials to obtain their support, commitment and action for addressing child marriage is an important element of prevention. COs and partners should provide technical, material and financial support to community institutions to publicly commit and act to end child marriage.

Examples of ways in which COs, partners and community actors can encourage and mobilize institutional change and community action against child marriage include:

a) Working with local authorities;

b) Working with traditional leaders;

c) Working with faith-based institutions;

d) Working with schools; and

e) Working with GBV health, social services and law enforcement systems.

a) Working with local authorities

Working with officials and local authorities can include sharing information with them about the harms and costs of child marriage; involving them in facilitated community discussions; and advocating for the introduction of local by-laws that prohibit child marriage and establish accountability mechanisms for perpetrators.

b) Working with traditional leaders

COs can provide information and training for traditional leaders on health, legal and human rights dimensions of child marriage; involve them in facilitated community discussions to encourage them to take a stand against child marriage; and lead community efforts to address GBV and child protection. Work with traditional leaders should also focus on ensuring that married girls and women who bring complaints before customary justice mechanisms are treated with dignity and in accordance with human rights principles.

Resources

▸ **Whose Justice, Whose Alternative? Locating Women's Voice and Agency in Alternative Dispute Resolution Response to Intimate Partner Violence**
Beyond Borders CEDOVIP and ICRW (2016)
<www.icrw.org/wp-content/uploads/ 2016/10/ICRW-Mediation-Paper -FINAL.PDF>

▸ **Virtual Knowledge Centre to End Violence against Women and Girls**
  ○ Justice Module
  UN Women
  <www.endvawnow.org/en/modules/view/ 7-justice.html>

c) Working with faith-based institutions

Working with faith-based institutions can include engaging with religious leaders to obtain their public support for ending child marriage; encouraging the use of religious teachings and doctrine to promote moral and social norms that create protection from marriage for children; and modelling compassionate treatment of survivors. See the following case study on working with religious leaders to address child marriage in Lebanon.

Case Study

Working with religious leaders to address child marriage in Lebanon

Since 2013, UNICEF has been in partnership with Terres des Hommes (TdH) to engage a group of well-respected Muslim clerics to combat GBV in Lebanon. The initiative has involved collaboration with a wide range of stakeholders to analyse how Islamic thinking and teaching could inform the design and implementation of child protection programmes in Muslim communities. Volunteer clerics have been trained on child protection and GBV, including the risks related to child marriage, and were supported in the drafting and validation of text to use in Friday messages to encourage a shift in attitudes and behaviours regarding child marriage and other forms of GBV. The text has been shared with other imams, who have also incorporated it into their sermons and community awareness-raising activities. Male religious leaders have delivered the Friday sermons monthly in their respective mosques.

While women in the community could hear the sermons as they were broadcast over the mosque loud-speaker, one female religious leader, the wife of one of the volunteer imams, directly engaged with women through awareness-raising activities. The basic text used was the same as that produced by the imam for the Friday sermons; however, the awareness sessions with women only focused on one topic, which enabled in-depth discussion about the issue. For example, the session for women on child marriage referred to health problems for mother and child that could result from early childbearing, such as miscarriage or infections.

Resources

▶ **Restoring Dignity: A Toolkit for Religious Communities to End Violence Against Women**
Religions for Peace (2009)
<https://rfp.org/wp-content/uploads/2017/09/Restoring-Dignity-Toolkit-for-Religious-Communities-to-End-Violence-Against-Women.pdf>

▶ **A Call to Act: Engaging Religious Leaders and Communities in Addressing Gender-based Violence and HIV**
Futures Group, Health Policy Initiative (2009)
<https://rfp.org/wp-content/uploads/2017/09/A-Call-to-Act-Engaging-Religious-Leaders-and-Communities-in-Addressing-Gender-Based-Violence-and-HIV.pdf>

▶ **Partnering with Religious Communities for Children**
UNICEF (2012)
<www.unicef.org/about/partnerships/files/Partnering_with_Religious_Communities_for_Children_(UNICEF).pdf>

▶ **The Islamic Perspective on Protecting Children from Violence and Harmful Practices**
The Islamic Centre for Population Studies, Research at Al-Azhar University and UNICEF (2016)
<www.unicef.org/egypt/eg_Azhar_book_high_res_Eng..pdf>

▶ **The Christian Perspective on Protecting Children from Violence and Harmful Practices**
The Coptic Orthodox Church Egypt (2016)
<www.unicef.org/egypt/eg_Christian_Book_high_res_Eng..pdf>

▶ **Peace, Love and Tolerance**
Islamic Centre for Population Studies and Health, Coptic Orthodox Church and UNICEF (2016)
<www.unicef.org/egypt/eg_Joint_book_high_res_Eng..pdf>

d) Working with schools

COs can engage education partners and school communities to take a lead in responding to child marriage by educating teachers, administrators and parents about the harms associated with child marriage and the benefits of keeping girls in school. This includes strengthening or introducing school policies and practices for ensuring girls at risk of child marriage have access to formal education – and that even after marriage, girls may continue to access education.

Survivor-Centred Principles

Resources

▶ **Gender Equality In and Through Education: INEE Pocket Guide to Gender Inter-Agency**
Network for Education in Emergencies (2010)
<http://toolkit.ineesite.org/toolkit/INEE cms/uploads/1009/INEE_Pocket_Guide_ to_Gender_EN.pdf>

▶ **Global Guidance on Addressing School-Related Gender-Based Violence**
UNESCO and UN Women (2016)
<http://unesdoc.unesco.org/images/0024/ 002466/246651E.pdf>

▶ **A Rigorous Review of Global Research: Evidence on Policy and Practice on School-Related Gender-Based Violence**
UNICEF (2016)
<www.unicef.org/education/files/SRGBV_ review_FINAL_V1_web_version.pdf>

e) Working with GBV health, social services and law enforcement systems

COs should engage managers, professionals and paraprofessionals to strengthen or introduce institutional policies and practices for ending child marriage. They should also train and equip health, social service, law enforcement and justice personnel with values, knowledge and skills to respond appropriately to married girls.

It is critical that GBV training for health, psychosocial, CP and law enforcement workers, as well as other staff that encounter GBV survivors, addresses values, attitudes and beliefs regarding GBV and survivors. Even if helpers have excellent skills, they can still cause harm to those seeking help if their assistance is not compassionate or in line with **survivor-centred principles**. In such cases, others in the community will not feel confident to come forward for help.

See the following case study on supporting married girls through the Makani Centres in Jordan.

Informal justice systems may be the only mechanism available for married girls to seek assistance if they are being mistreated or abused by their husband or his family. While informal systems are important and culturally significant social institutions, there are well-reported concerns that arise from informal justice systems, including: [30]

- They do not always give those participating the chance to be heard or adequately represented;

- They sometimes make decisions that are inconsistent with basic principles of human rights (for example, by imposing cruel and inhumane forms of punishment such as flogging or banishment) or that perpetuate the subordination of women or the exploitation of children;

- They sometimes hold individuals accountable to broader social interests by restricting freedoms, such as forcing a girl who has been raped to marry the perpetrator; and

- They can reflect and reinforce the unequal power relations in the wider community in which children have fewer rights and agency.

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30 United Nations Entity for Gender Equality and the Empowerment of Women, United Nations Children's Fund and United Nations Development Programme, *Informal Justice Systems: Charting a course for human rights-based engagement,* UN Women, New York, 2013.

It is therefore important that COs, where relevant, consider how to best engage with traditional justice mechanisms to ensure they provide married girls with an option for protection and support.

Tools

See **Kit 3.1: Programming – Responding to GBV Survivors in Emergencies** for more information on strengthening survivor-centred care and support.

Case Study

Responding to GBV and supporting married girls through Makani Centres in Jordan

Makani Centre staff received intensive training on GBV and CP concepts; case management; and standard operating procedures for CP and GBV. When they became aware of a child or young person participating in a Makani programme who had experienced or was at risk of GBV, including child marriage, Makani staff were able to respond appropriately to the child or young person and refer them to specialist GBV service providers, including clinics, hospitals or organizations offering psychosocial support tailored to the needs of survivors.

Response for those under 18 who were already married within the Makani Centres included comprehensive case management, psychosocial support and referrals to appropriate services. This included supporting married girls with education and reproductive health care, as well as access to legal counsel. Advocacy to government institutions and civil society organizations was also undertaken to allow married girls to finish their education and access specialized services.

Embedding confidential GBV response and referral services under a broader umbrella of services within the Makanis meant that girls and young women could access this help privately and confidentially. Notably, in the Jordanian context, the Makanis offered a mechanism for normalizing and improving access to the justice system, as the centres provided referral for legal advice and counselling. If GBV response was not embedded within Makanis, survivors may never have had access to any care, support and protection services.

The full version of this case study can be found in the *Case Studies Booklet* in **Kit 1: Getting Started**.

Resources

▶ **Communities Care: Transforming Lives and Preventing Violence Toolkit**
   ◦ Part 2: Strengthening Community-Based Care
   UNICEF (2014)

▶ **Inter-Agency Gender-based Violence Case Management Guidelines**
   GBVIMS Steering Committee (2017)
   <https://gbvresponders.org/response/gbv-case-management/>

Capacity Development

▶ **Inter-Agency Gender-based Violence Case Management Training Materials**
   GBVIMS Steering Committee (2017)
   <https://gbvresponders.org/response/gbv-case-management/>

▶ **Causes and Effects of Gender-Based Violence Training Module**
   <http://hrlibrary.umn.edu/svaw/advocacy/modelsessions/causes_effects.PDF>

▶ **Communities Care: Transforming Lives and Preventing Violence Toolkit**
  ○ Part 3: Survivor-Centred Care
  ○ Survivor-Centred Care Training Module
  ○ Psychosocial Support Training Module
  UNICEF (2014)

▶ **Community Workers' Guide to Understanding Gender-Based Violence and Child Protection Basic Concepts**
  UN Relief and Works Agency for Palestine Refugees in the Near East (2016)
  <http://reliefweb.int/report/world/ community-workers-guide-understanding -gender-based-violence-and-child -protection-basic>

2.6 Fostering participation and demand for change

The principle of community participation – especially the participation of girls and women – is a cornerstone of GBV prevention. Genuine participation by rights holders and communities is empowering; builds trust; fosters ownership of the problem and commitment for addressing it; and ensures locally appropriate solutions to it. The participation and agency of affected communities is central to child marriage prevention throughout assessment, analysis, design, implementation and monitoring stages. Without genuine and significant community participation, major risks may go unidentified, and prevention strategies and responses may be ineffective.

Sustainable behaviour and social change can only be achieved if community members can see the need for and benefits of change – and take an active part in that change. Promoting meaningful community participation from the outset of prevention interventions is one strategy COs can use to build and maintain the motivation and engagement of different sectors and groups in the community.
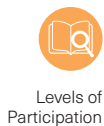
While different sections of the community should be engaged in programme assessment and design, learning from and fostering participation and leadership of girls is especially important, and special attention should be paid to their perspectives and experiences. Attention should also be paid to the participation of particularly marginalized groups, such as married girls who are often less visible.

Meaningful participation requires planning, skills and tools. To promote community participation in child marriage programming processes, COs should take the following preparatory actions:

a) Train staff in participatory methods;

b) Determine the appropriate level of community participation;

c) Gather information on population composition;

d) Identify and address barriers to participation; and

e) Select appropriate methodologies and tools for each activity that reflect the level of participation and needs of different groups.

a) Train staff in participatory methods

UNICEF and partner staff should receive basic training on using participatory approaches, including information on why it is important and how to do it. As part of the training, make sure staff are familiar with a wide range of participatory methods and tools that can be used with adults and adolescent girls, making sure a diversity of methods is included (such as theatre, art, workshops and other creative activities for children to identify and express concerns and issues).

b) Determine the appropriate level of community participation

Levels of Participation

There are different **levels of community participation** in emergency response. Each level reflects how much power is shared with affected populations in the process. There is no 'right' level of participation – the most appropriate approach and methods will depend on the activity and time available.

c) Gather information on population composition

To help determine who to involve in assessments and programming processes, consider the profile of the population, and identify who should have a voice beyond the typical community leaders. Understanding population composition will help devise strategies to reach and consult with less visible groups in the community, such as adolescent girls, about the situation from their perspective to ensure their needs and interests are reflected in problem analysis and response.

As well as age and gender, factors to consider may include:

- Ethnic and religious composition;
- Education level;
- Geography;
- Sexual orientation; and
- Influence (while those with less influence in the community, such as adolescent girls or women with disabilities, often have less opportunity to participate, their perspectives are essential to understanding the issues related to GBV).

d) Identify and address barriers related to participation

Several factors at the household and community level can affect girls' and women's uptake and participation in interventions. These include direct and indirect costs associated with programme activities; lack of support from community leaders or family members; and/or stigma associated with the programme.

Identifying barriers and solutions to participation in each setting will help to ensure the experiences and perspective of the most vulnerable and powerless are recognized and reflected in emergency response. Barriers to participation should be explored with stakeholders during programme design and monitoring. Strategies for helping to maximize programme participation include:

- Involving men as partners, allies and beneficiaries of change from the outset of programming;
- Including childcare at programme meetings and activities;
- Conducting meetings in safe, accessible locations at convenient hours for girls and women; and
- Recognizing the time and resources girls and women spend on programme activities (including getting to and from activities) and, where appropriate, providing assistance or incentives for attendance.

e) Select appropriate methodologies and tools for each activity that reflect the level of participation and needs of different groups

Make sure the appropriate participatory tools are adapted for each activity and that women, adolescent girls and younger children are given adequate space and time to meaningfully participate.

Gao, Mali

Resources

▶ **Actions on the Rights of the Child Resource Pack**

  ○ Foundation Module 4: 'Participation and inclusion' analysis

  Inter-agency resource (2009)
  <http://resourcecentre.savethechildren.se/
  library/arc-resource-pack-actions-rights
  -children-english-version>

▶ **Guidelines for Children's Participation in Humanitarian Programming**
  Save the Children (2013)
  <http://resourcecentre.savethechildren.se/
  library/guidelines-childrens-participation
  -humanitarian-programming>

▶ **Participatory Communication:
  A practical guide**
  World Bank (2009)
  <http://siteresources.worldbank.org/EXT
  DEVCOMMENG/Resources/Participatory
  communication.pdf>

▶ **A Toolkit for Monitoring and Evaluating Children's Participation: Children and young people's experiences, advice and recommendations**
  Save the Children (2014)
  <http://resourcecentre.savethechildren.se/
  library/toolkit-monitoring-and-evaluating
  -childrens-participation-children-and
  -young-peoples>

▶ **The Participation of Children and Young People in Emergencies**
  UNICEF (2007)
  <www.unicef.org/eapro/the_participation_
  of_children_and_young_people_in_
  emergencies.pdf>

▶ **Participation Handbook for Humanitarian Field Workers**
  Groupe URD and Active Learning Network for Accountability and Performance (2009)
  <www.alnap.org/resource/8531>

Step 3: Monitoring

Monitoring is essential for ensuring that child marriage prevention interventions are implemented effectively and actually reduce girls' exposure to GBV. Monitoring should also be used to identify any new risks or threats that emerge related to prevention programming over time.

3.1 Adopting a participatory approach to monitoring

A **participatory approach to monitoring** the progress of child marriage prevention interventions is recommended in stabilized settings. A participatory approach to monitoring will:

• Increase community ownership of the programme and the change process;

• Ensure that problems and unintended consequences which arise from interventions are quickly identified and addressed; and

• Provide the opportunity for sharing information about positive effects of interventions with the community, thereby helping to reinforce positive changes.

To facilitate participatory monitoring, COs and partners can take the following actions:

a) Engage community stakeholders in the development of the monitoring plan during programme design;

b) Support community stakeholders to collect, check and interpret data and report on the findings; and

c) Involve community stakeholders in discussions about significant achievements or setbacks.

a) Engage community stakeholders in the development of the monitoring plan during programme design

Community stakeholders can be involved in:

- Identifying indicators that will provide the information needed;

- Determining how to collect, document and interpret necessary information; and

- Deciding when and how to share and use the findings.

b) Support community stakeholders to collect, check and interpret data and report on the findings

Possibilities for reporting include:

- Meetings or workshops involving different stakeholder groups to stimulate deeper understanding, critical reflection and constructive action on findings;

- Photographs and other visual displays;

- Drama;

- Video footage; and/or

- Pamphlets and posters.

c) Involve community stakeholders in discussions about significant achievements or setbacks

This will help to identify:

- What has worked or is working well;

- What needs to be adjusted or done differently;

- How risks or unintended consequences should be addressed; and

- How learning from the process can be applied to future interventions.

3.2 Selecting indicators to monitor child marriage prevention programmes

The exact choice of outcome and output indicators for monitoring progress will be determined by the CO based on the specific objectives and interventions selected. See Preventing Child Marriage Tool 2: Sample Results Framework for examples of outcome and output indicators that can be used for monitoring changes brought about through a programme. Remember, indicators need to be measured both *before* and *after* an intervention to see if there have been any changes.

The following resources offer additional guidance to assist UNICEF and partners in monitoring interventions aimed at preventing child marriage and other forms of GBV in emergency-affected settings.

Resources

▶ **Strategic Communication for Behaviour and Social Change in South Asia**
UNICEF South Asia Regional Office (2005)
<www.unicef.org/cbsc/files/Strategic_ Communication_for_Behaviour_and_ Social_Change.pdf>

▶ **United Nations Inter-Agency Resource Pack on Research, Monitoring and Evaluation in Communication for Development**
UNDP (2011)
<www.unicef.org/cbsc/files/RME-RP -Evaluating_C4D_Trends_Challenges__ Approaches_Final-2011.pdf>

▶ **Monitoring and Evaluating Information and Communication for Development Programmes Guidelines**
UK Department for International Development (2005)
<www.oecd.org/dev/devcom/46388 330.pdf>

▶ **Violence Against Women and Girls: A Compendium of Monitoring and Evaluation Indicators**
Measure Evaluation (2008)
<www.measureevaluation.org/resources/ tools/gender/violence-against-women- and-girls-compendium-of-indicators>

▶ **Toolkit for Monitoring and Evaluating Gender-Based Violence Interventions Along the Relief to Development Continuum**
USAID (2014)
<https://www.usaid.gov/sites/default/ files/documents/2151/Toolkit%20Master %20%28FINAL%20MAY%209%29.pdf>

▶ **Participatory Tools and Approaches Topic Guide**
Governance and Social Development Resource Centre (2011)
<www.gsdrc.org/wp-content/ uploads/2015/07/ME5.pdf>

▶ **Guidance on Monitoring and Evaluation for Programming on Violence Against Women and Girls**
UK Department for International Development (2012)
<www.gov.uk/government/uploads/ system/uploads/attachment_data/file/6 7334/How-to-note-VAWG-3-monitoring -eval.pdf>

▶ **Sustainable Sanitation and Water Management Participatory Monitoring Resources**
<www.sswm.info/content/participatory -monitoring-and-evaluation>

Mosul, Iraq

Child marriage prevention programming checklist

The following is a checklist detailing essential actions for effective child marriage prevention programming within different phases of an emergency.

Preparing for a child marriage prevention programme	Child marriage prevention programming during ongoing response and recovery
Learn about child marriage drivers and dynamics before and after the disaster/conflict/displacement, as well as community readiness to address it.	**Support economic and social empowerment of girls** through information sharing, training, skill and asset development, support networks and provision of safe spaces.
Identify partners with capacity to implement, manage and monitor holistic child marriage interventions.	**Establish a social safety net for vulnerable families** to alleviate household economic insecurity as a risk for child marriage and/or to keep girls in school.
Identify and engage community decision-makers, gatekeepers and allies to foster buy-in and local ownership of child marriage prevention efforts, and build on local expertise and resources.	**Increase girls' access to health and education services,** including their retention in safe, quality education.
Engage community stakeholders, including children's and women's groups and community leaders.	**Engage family and community members** to change attitudes and norms that enable child marriage.
Audit national legislation to identify gaps in legal protections from child marriage and for married children.	**Advocate and provide support to law reform and policy initiatives** to strengthen formal and informal legal protections and to promote coordinated whole-of-government response to prevent child marriage and protect married girls.
Ensure basic GBV care, support and protection services are in place for at-risk and married children.	

Info Sheets – Preventing Child Marriage

Drivers of Child Marriage

Source: United Nations Population Fund and United Nations Children's Fund, 'Theory of Change for UNICEF-UNFPA Global Programme To Accelerate Action to End Child Marriage', draft version June 2015.

Research indicates that marrying girls as children exists and persists as a common practice in many societies, that it is associated with a combination of structural and socio-cultural factors. It is believed that when these structural and socio-cultural underlying causes are changed – i.e. the drivers of child marriage are eliminated – child marriage will decline and disappear forever. In considering the theory of change for ending child marriage in the mid-high prevalence and high burden countries of the global programme, it is important to consider how development programming can help to accelerate the positive shifts created by the macro level drivers of change. Below are summaries of these causes:

Structural drivers/causes	Socio-cultural drivers/causes
• Economic opportunities/structure of the economy • Legal and policy frameworks that do not protect adolescents • Poverty • Conflicts and natural disasters • Inaccessible and/or low quality services such as schools, health, and social welfare • Poor infrastructure and communications that isolates certain groups from wider social networks	• Discrimination against particular groups • Discrimination against girls and women • Gender roles that restrict girls and women to family and household roles • Masculinities • Dowry and bride price practices • Social expectations of behaviour • Family honour and beliefs about protection of girls and importance of arranged marriages • Low awareness of alternatives to child marriage

In contexts where child marriage is common, the social and economic value of girls in the family and society relates to their chastity – i.e., their suitability as a bride, and their ability to produce children and care for the household needs of the family. These social and gendered expectations are sanctioned and realized through marriage followed by coinciding with early and frequent childbearing.[1] In order to preserve the suitability of the bride, families seek to marry their girls while young and chaste.

The stigma and fear of non-marriageability for girls is high in families and so there is anxiety around securing an appropriate groom sooner rather than later. Dowry costs are typically lower – or conversely bride prices are higher – when girls are younger, presenting an economic incentive for families to marry their children young. Young brides are also preferred as they are expected to be more obedient and submissive to the husband and extended family. Their low status in the marital household means that the treatment associated with violence and abuse is often justified as a burden that women must bear.[2]

1   Where female genital mutilation/cutting co-exists, it is also driven by the defence of a girl's chastity and honour – and the honour of the entire family – which are linked to the girl's marriageability and to her central future role of wife and mother.
2   Bruce, J., 'Married Adolescent Girls: Human Rights, Health, and Developmental Needs of a Neglected Majority", *Economic and Political Weekly*, no. 38, vol. 41, 2003, pp. 4378–4380.

Honour Killing

What is honour killing?

An 'honour' killing is the most extreme form of honour-based violence where the supposed offender against family 'honour' is killed to restore the 'honour' which has supposedly been lost through her behaviour. An 'honour' killing is the most extreme form of violence which may be expressed as a final resort; however, there are other lesser responses, such as forcing marriage or other forms of violence which may also be expressed.

What are the behaviours that can incite honour-based violence or an honour killing?

Expressions of personal autonomy, particularly where this is in the realm of relationships and sexuality, are the usual triggers for 'honour'-related abuse. Those cultures in which 'honour' crimes occur are considered 'high-context' where the family predominates over the individual, and therefore any individualistic choice which challenges the collective identity and aims of the family may be considered selfish and a violation of that family's honour.

Potential sites of conflict between the individual and the family may include:

- Choice of sexual/marital partner
- Education and employment
- Dress
- Behaviour and contact with the opposite sex
- Sexuality
- General conformity to the family and community's culture and expectations.

What is considered to be honourable and what is considered to be dishonourable in the societies where honour based killing occurs?

In some environments, there are distinct forms of active and passive 'honour' which can be mapped onto the expectations of traditional masculine and feminine behaviour, whereby men are supposed to be assertive and respond with violence to slights upon their own, or their families 'honour' and women are expected to maintain their own fragile honour through complete conformity to social norms of feminine behaviour. In this scenario, the active 'honour' of the male is dependent upon the passive 'honour' of his female relatives, and he has an explicit role in ensuring their conformity to the norms of the community and family; and of responding, potentially violently, if a female relative does not conform. In others, 'honour' is conceptualised as a collective quality related to the reputation of the family in entirety. In either case, women's 'honour' is related to familial and community standards of feminine behaviour and marriageability.

What are the women supposed to conform to? What are the standards and expectations they need to meet?

Women are supposed to safeguard their own 'honour' and their virginity before marriage, which is often accomplished through restricting relationships to members of their own family, or through some level of gender segregation. Women are expected to acquiesce in choices made on their behalf by the family collective, regardless of their own personal feelings and desires.

However, with these generalities aside, there is no definitive list of what constitutes 'honourable' behaviour which could relate to all communities and families. There are wide degrees of variance which may alter from family to family, and change across time, so that a younger daughter may face different restrictions and enjoy different liberties than her elder sister. 'Honour' varies with the requirements and attitudes of the family in question.

Common expectations associated with 'honour' are that:

- Women must guard their virginity and not develop relationships with persons outside the approved group;

- Women must acquiesce to the demands of their family, particularly with regard to the arrangement of marriage;

- Women should not air their problems outside the family; this includes reporting spousal violence to the authorities;

- Women should not initiate divorce, and should not seek to gain custody of their children.

Theory of Change for Ending Child Marriage

Source: UNICEF-UNFPA Global Programme to Accelerate Action to End Child Marriage

The diagram below depicts the theory of change for ending child marriage developed for the UNFPA-UNICEF Global Programme to Accelerate Action to End Child Marriage.

10–30 Year Population Level Shifts in Norms and Behaviours

5–10 year change aspirations, social expectations and behaviours for a critical mass of girls, boys, men and families in communities or countries with high prevalence of child marriage

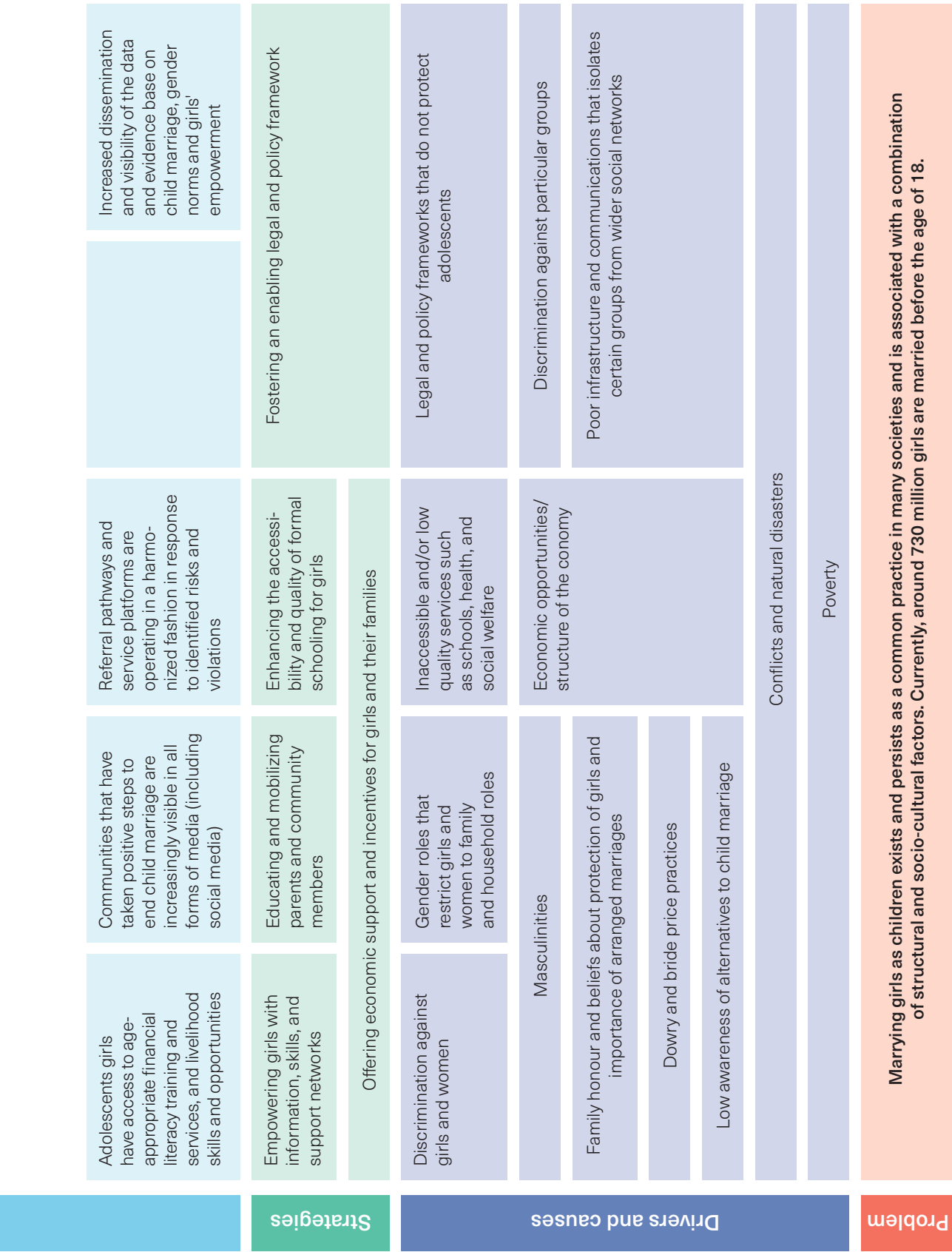| Impact	Outcomes	Outputs	Outputs	Outputs
Adolescent girls are able to make effective choices regarding their lives and have increased access to resources	Families and communities demonstrate positive attitudes and behaviours regarding gender equality and equity	Relevant sectoral systems are able to scale up quality and cost effective services to meet the needs of adolescent girls	National legal and policy frameworks protect the rights of adolescents (in line with international standards)	Government(s) support and promote the generation and use of robust data and evidence to inform programme design, track progress and document lessons
Adolescent girls are better informed and able to access quality health services including SRH services	Families and communities increasingly value the benefits of investing in adolescent girls	Line ministries have guidelines, protocols and standards for service providers in place to deliver age appropriate SRH services for adolescent girls	Secondary legislation to promote internal harmonization across sectors and data systems in place	Routine administrative data systems generate quality disaggregated data, and contextualized evidence on CM and related factors
Adolescents girls have increased formal and non-formal enrollment and attainment	Local and community leaders make public expressions in support of ending child marriage and investing in girls	Service providers across all relevant sectors have the skills and knowledge to meet the needs of adolescent girls at the local level	Countries include costed child marriage intervention/programmes within (sectoral) development plans	Countries are able to design implement and track the effectiveness of scalable programmes and policies to address CM

Strategies

- Adolescents girls have access to age-appropriate financial literacy training and services, and livelihood skills and opportunities
- Communities that have taken positive steps to end child marriage are increasingly visible in all forms of media (including social media)
- Referral pathways and service platforms are operating in a harmonized fashion in response to identified risks and violations
- Increased dissemination and visibility of the data and evidence base on child marriage, gender norms and girls' empowerment
- Empowering girls with information, skills, and support networks
- Educating and mobilizing parents and community members
- Enhancing the accessibility and quality of formal schooling for girls
- Fostering an enabling legal and policy framework
- Offering economic support and incentives for girls and their families

Drivers and causes

- Discrimination against girls and women
- Gender roles that restrict girls and women to family and household roles
- Masculinities
- Inaccessible and/or low quality services such as schools, health, and social welfare
- Legal and policy frameworks that do not protect adolescents
- Family honour and beliefs about protection of girls and importance of arranged marriages
- Economic opportunities/structure of the economy
- Discrimination against particular groups
- Dowry and bride price practices
- Poor infrastructure and communications that isolates certain groups from wider social networks
- Low awareness of alternatives to child marriage
- Conflicts and natural disasters
- Poverty

Problem

Marrying girls as children exists and persists as a common practice in many societies and is associated with a combination of structural and socio-cultural factors. Currently, around 730 million girls are married before the age of 18.

Principles for Working with Men and Boys

Source: Department for International Development, 'A Practical Guide on Community Programming on Violence against Women and Girls: Guidance Note 2 to support programming on Violence against Women', DFID, London, 2012.[1]

- Men and boys can be the targets and allies of programmes to prevent violence against girls and women, but girls and women are the primary beneficiaries.

- The safety of girls and women and girls – beneficiaries, staff and activists – is the paramount consideration. Women's rights and empowerment must remain central.

- Programmes should explicitly seek to challenge discriminatory gender norms and unequal power relations between women and men.

- Programmes should be developed and implemented in partnership with WROs rather than by men's groups working autonomously. This ensures transparency and accountability to women and WROs.

- Steps should be taken to promote women's leadership in activities to engage men, such as the decision by the US organization A Call to Men to have a Board made entirely of women.

- Women-only spaces must be created and protected.

- Programmes must be continually evaluated to guard against becoming male-dominated, and checks and balances should be built into projects to ensure they remain women-centred (i.e. focused on the rights of women and girls).

- Programmes should go beyond small-scale educational interventions that target individual change in attitudes and behaviour, and mobilise men's support for wider societal changes – for example by enlisting men as allies in women's rights campaigns to challenge discriminatory laws and policies. This is important because men are typically the people who make decisions and they need to be making them in women's interests.

- Programme evaluations must seek out the perspectives not only of male participants but also of the women in these men's lives to validate self-reported changes. All necessary steps must be taken to ensure the confidentiality and safety of those consulted.

1   Available at: <www.gov.uk/government/collections/violence-against-women-and-girls-guidance-notes#guidance-notes>.

Survivor-Centred Principles

A survivor-centred approach to GBV response is based on a set of guiding principles that guide the work of all helpers – no matter what their role is – in all of their interactions with GBV survivors.

Survivor-centred principles are interrelated and mutually reinforcing; for example, confidentiality (principle 2) is essential to promote safety (principle 1) and dignity (principle 3). The principles are described below.

Principle 1: Right to safety

Safety refers to both physical security as well as a sense of psychological and emotional safety. It is important to consider the safety and security needs of each survivor, their family members and those providing care and support.

In the case of conflict-related and politically motivated sexual violence, the security risks may be even greater than usual.

Every person has the right to be protected from further violence. In the case of child survivors, every child has the right to be protected from sexual and other violence; as adults, we all have responsibilities to uphold that right.

Why is safety important?

Individuals who disclose sexual violence or other forms of GBV may be at high risk of further violence from the following people:

- Perpetrators;
- People protecting perpetrators; and
- Members of their own family due to notions of family 'honour'.

Principle 2: Right to confidentiality

Confidentiality promotes safety, trust and empowerment. It reflects the belief that people have the right to choose to whom they will, or will not, tell their story. Maintaining confidentiality means not disclosing any information at any time to any party without the informed consent of the person concerned.

Why is confidentiality important?

- Confidentiality promotes safety, trust and dignity.
- Confidentiality reflects the belief that survivors, including children, have the right to privacy and to choose who should know about what has happened.
- Breaching confidentiality inappropriately can put the survivor and others at risk of further harm.
- If service providers and other helpers do not respect confidentiality, other survivors will be discouraged from coming forward for help.

Exceptions to confidentiality

In several situations there are exceptions to confidentiality, and it is very important that survivors, including children and their caregivers, are not led to believe that nothing they say will be shared.

Helpers need to understand and communicate the exceptions to confidentiality, such as:

- Situations in which there is the threat of ongoing violence or harm to a child, and the need to protect the child overrides confidentiality;
- Situations in which laws or policies require mandatory reporting of certain types of violence or abuse;
- Situations in which the survivor is at risk of harming themselves or others, including thoughts of suicide; and
- Situations involving sexual exploitation or abuse by humanitarian or peacekeeping personnel.

Principle 3: Dignity and self-determination

GBV is an assault on the dignity and rights of a person, and all those who come into contact with survivors have a role to play in supporting their dignity and self-determination. For example, survivors have the right to choose whether or not to access legal services and other support services.

Failing to respect the dignity, wishes and rights of survivors can increase their feelings of helplessness and shame, reduce the effectiveness of interventions, and cause re-victimization and further harm.

Principle 4: Non-discrimination

All people have the right to the best possible assistance without unfair discrimination on the basis of sex, gender, age, disability, race, colour, language, religious or political beliefs, sexual orientation, status or social class.

Best interests of the child principle

Every child is unique and will be affected differently by violence. Decisions and actions affecting them should reflect what is best for the safety, well-being and development of that particular child.

The primary purpose of intervening is to provide care, support and protection for individual children – not to meet other objectives.

Strategies for ensuring the best interests of the child include the following:

- Take an approach that takes the individual circumstances of each child into account, including their family situation and their particular vulnerabilities and strengths, and prioritize their needs for safety, protection, and physical and mental health above other needs.
- Listen to the voice and perspective of the child and take their wishes into consideration.

- Protect the child from further emotional, psychological and/or physical harm.

- Empower children and families.

- Examine and balance benefits and potentially harmful consequences of each decision or action affecting a child.

- Promote recovery and healing.

See related **Info Sheets** on:

Mandatory Reporting of Child Abuse

Working with Child Survivors of Sexual Abuse

Obtaining Permission from a Child

Levels of Participation

Source: Active Learning Network for Accountability and Performance in Humanitarian Action and Groupe URD, *Participation handbook for humanitarian field workers – Involving crisis-affected people in a humanitarian response*, ALNAP, London, 2009, pp. 39–44.[1]

- In humanitarian situations, a participatory approach means involving crisis-affected people in the humanitarian response in whatever way, and to whatever extent is possible, in a given context.

- Participation makes a humanitarian response more efficient, effective and relevant to real needs, and it can help identify the most appropriate way of meeting those needs.

- Crisis-affected people can be directly involved in humanitarian responses on an individual level or indirectly via community representatives. In both cases, special care should be taken to ensure that the most vulnerable and socially marginalised people are involved, and that this involvement is done with care and intentionality so as not to risk further harm to these populations.

- There are different ways to involve people in humanitarian responses, and different approaches can be used to continually improve participation throughout the life cycle of a project.

- In order to adopt a genuinely participatory approach, we must not think of those who are affected by a crisis as 'victims', 'beneficiaries, or 'recipients', but as dynamic social actors with capacities and strengths are able to take an active role in decisions affecting their safety and welfare. This shift in perception is of fundamental importance.

- The following table outlines a typology of participation that reflects the different ways humanitarian organizations interact with crisis-affected people, from simply informing them about a humanitarian response, to providing support for local initiatives.

Typology of participation (adapted from Pretty, J.)

Type of participation	Description
Passive participation	The affected population is informed of what is going to happen or what has occurred. While this is a fundamental right of the people concerned, it is not one that is always respected.
Participation through the supply of information	The affected population provides information in response to questions, but it has no influence over the process, since survey results are not shared and their accuracy is not verified.
Participation by consultation	The affected population is asked for its perspective on a given subject, but it has no decision-making powers and no guarantee that its views will be taken into consideration.

1   Available at: <www.alnap.org/resource/8531>.

Type of participation	Description
Participation through material incentives	The affected population supplies some of the materials and/or labour needed to conduct an operation, in exchange for payment in cash or in kind from the aid organization.
Participation through the supply of materials, cash or labour	The affected population supplies some of the materials, cash and/or labour needed for an intervention. This includes cost-recovery mechanisms.
Interactive participation	The affected population participates in the analysis of needs and in programme conception, and has decision-making powers.
Local initiatives	The affected population takes the initiative, acting independently of external organizations or institutions. Although it may call on external bodies to support its initiatives, the project is conceived and run by the community; it is the aid organization that participates in the people's projects.

Tips for promoting participation

Source: Groupe URD, *Participation by Crisis-Affected Populations in Humanitarian Action: A Handbook for Practitioners*, ALNAP, London, 2003, pp. 15–16.

Successful participation relies first and foremost on the attitude of those engaged in humanitarian action.

Be aware… of the local context and its social and cultural dynamics, of political divisions and lines of power, and of the stakes and potential pitfalls. Being conscious of this enables one to be cautious without being suspicious, to tailor one's expectations to current realities and to avoid undue disappointments. It is central to gaining the respect of those whom you seek to engage.

Listen, observe… with your eyes and with your ears, but, also, with the eyes and the ears of those who you are trying to understand, assist or protect. Bear in mind that affected populations have a holistic and integrated view of their own needs and strategies, and that the earlier you involve them, the greater their motivation to engage in a joint venture. Empathy and reflected understanding can go a long way to making a complex process manageable.

Pay attention to the human factor. Despite all efforts to develop and apply methods to improve the process of participation, successes and failures can often be attributed to the presence of the right person with the right attitude, understanding and skills, being in the right place at the right time. Pay utmost attention to the composition of your team, and allow time to breathe and to deliberate.

Enjoy! At the heart of participation is a meeting of different individuals, cultures, skills, beliefs and values. This is an opportunity to learn and to share experiences; humanitarian aid workers can benefit as much as affected populations.

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Gender-Based Violence in Emergencies
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