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UNICEF COMMUNICATION FOR DEVELOPMENT (C4D) STRATEGY FOR THE PREVENTION OF VIOLENCE AGAINST CHILDREN IN SOUTH AFRICA

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I. Problem to be Addressed/Behavior Change Context

As the data show, there are extremely high rates of violence against children (VAC) in South Africa, in multiple contexts, including the community, family, school, and among peers. These rates of violence vary to some degree by rural/urban contexts, and there are violence clusters – where, for example, high levels of community violence correlate with high levels of school violence. Some forms of violence against children, particularly corporal punishment, do not vary as much by province or rural/urban setting. Building on the distal and proximal causal factors described in the comprehensive research report dated September 21, 2015 (hereinafter, the “Background Report”), VAC in South Africa is an outcome of multiple factors occurring at several social-ecological levels.

At the broader, distal levels are the continuing impacts of apartheid on violent behavioral patterns, the cultural “normalization” of violence, socio-economic inequity as well as family fragmentation, and gender norms. At the more proximal levels are substance abuse, community violence exposure and victimization, family circumstances and partner violence, school violence (including peer-to-peer violence in person or virtual), the vulnerability of specific population subgroups including infants, HIV/AIDS orphans, and immigrants, traditional practices such as bride-stealing, virginity testing and circumcision, a lack of capacity by social, health and police services to provide adequate prevention and intervention, and low levels of awareness and trust in these services.

A communications campaign cannot usefully target broad distal factors such as the legacy of apartheid and the economic inequality that continues. However, it is useful and will be part of the central problematic addressed in this communication for development (C4D) strategy to *target the normalization of violence and the behavioral implications of that normalization*. This in fact will be a key theme underlying campaign activities at multiple levels. Beyond that, the C4D strategy seeks to identify motivators of change, facilitators of change, as well as facilitators of sustainable change, and to integrate these into a coordinated program of action.

II. Theory of Change

There are several social and behavioral theories of change that are useful in framing the approach advocated in this C4D strategy:

- (1) The *Transtheoretical Model* (Prochaska & DiClemente, 1983; Prochaska et al., 2002) in which behavior change is understood as a process, not a single event, and through which change is said to occur through the following key stages – pre-contemplation, contemplation, preparation, action, and maintenance. Implied is the idea that addressing *readiness to change* must be included as part of in the behavior change process, and that messages and strategies need to be tailored to a secession of change stages and their differing requirements.
- (2) *Diffusion of Innovations (DOI) Theory* (Rogers, 1995), which, like the Transtheoretical Model, characterizes the adoption of a new behavior or technology as occurring through stages within a diffusion context that includes the social and cultural environment, and can be facilitated via *change agents*.

- (3) *Social Cognitive Theory* (Bandura, 1986, 2001): This theory focuses on the person-environment interaction as a mechanism for change, where change is facilitated by behavioral models, skill building, social support, and positive reinforcement from one’s social environment, leading to greater behavioral self-efficacy.
- (4) *Social Support Theory* (House, 1981; Berkman & Glass, 2000). This body of theory focuses on the importance of social support to reinforce behavior change, through the provision of emotional support, instrumental support, informational support, and appraisal support.
- (5) *Social Marketing/Branding Theory* (Evans et al., 2011; Hecht & Lee, 2008; Kotler, Roberto & Lee, 2002), which likens the adoption of behavior to adoption or purchase of a product. The marketing task then involves linking the behavior to *desirable attributes*, such that the behavior *represents* those attributes, as in a “brand.”
- (6) *Cultural Theory* (summarized in Edberg, 2013, as it pertains to health). Essentially, cultural theory emphasizes the embedded nature of behavior, that a behavior cannot be considered or addressed outside the socio-cultural context that gives it meaning and value.

Moreover, and generally in accord with our *social-ecological approach*, the proposed strategy assumes that the *environment for behavior change* – specifically in this case, the social, legal and health service infrastructure, as well as political commitment – must also evolve in order to facilitate successful actions by individuals and groups.

Summary: Reduction in the current high levels of VAC involves a staged process, in which the target populations first become more aware of VAC and its negative consequences, come to associate a reduction in VAC with personal and South African progress (the brand), are motivated and socially supported by the linking of the behavior change to a movement, are individually supported through information, modeling and positive reinforcement regarding how to change behavior, and further supported in maintaining the behavior by improvement in the service infrastructure.

III. Goals and Objectives

The overall behavioral goal is to reduce the incidence of VAC. A communications campaign, however, constitutes only part of the process of reaching that goal. Therefore, goals and objectives for a C4D strategy are consonant with the role of communications within a comprehensive effort (including efforts related to awareness building of policies and regulations, law enforcement, prevention programming, and treatment services) to achieve the behavioral goal. The goals and objectives that follow are based in the theoretical grounding outlined in section II above.

C4D Goal: To change attitudes and beliefs so that VAC is not viewed as normative, but as harmful and antithetical to personal aspirations in a changing South Africa (a South Africa moving away from the legacy of apartheid), and to engage multiple target populations in a movement to change behavior through a series of coordinated stages.

Objectives: Objectives are based on behavior change as a staged process, as follows.

Objective One: Increase awareness that VAC is harmful and antithetical to personal aspirations in a South Africa that is moving beyond its apartheid legacy. There are two sub-objectives within this objective, one focusing on content, the other on form: (1) clarify the definition of violence so that target population members understand what is at issue; and (2) brand the reduction of VAC as aspirational, empowering and forward thinking. Objective One is best accomplished through a coordinated mass media campaign.

Objective Two: Frame the behavior change (reduction of VAC) as a *movement*, a goal that requires collective action by youth, parents, teachers, and others. Objective Two is best accomplished through a coordinated media campaign together with social mobilization.

Objective Three: Support the increased awareness and motivation with specific behavioral information concerning alternatives to the use of violence. Objective Three is best accomplished through a continuation of the mass media messages combined with targeted and culturally-tailored media (e.g., soapies, community radio, street theater, print materials, community action teams) that help people learn how to implement behavior change in their real-world situations. The focus here is on modeling appropriate behaviors.

Objective Four: Facilitate adoption of the behavior change through the engagement of social support, using social mobilization strategies. Objective Four is best accomplished through the use of community action teams, youth peer action, teacher training, parent groups.

Objective Five: Facilitate maintenance of the behavior change by advocating for resources and services (e.g., law enforcement, social services, school-based services, youth gang interventions). Objective Five is best accomplished through media advocacy, youth action, and community action, including calls for more resources and improved services.

The staged campaign described in the next section is designed to incorporate the objectives under the overarching C4D goal. In addition, the proposed campaign strategy will emphasize the importance of evaluation, and provide examples of how to incorporate this in campaign efforts. Data collection for evaluation should be phased to account for campaign phasing and expected outcomes by phase, and should include process (monitoring), outcome (short-term), and impact (long-term, behavior change) data collection, tied to proposed strategies and a logic model. In order to detect short and longer-term changes, baseline and follow-up or endline data must be collected from an appropriate sample of target audience members. Data may include survey data and systematic qualitative data (e.g., through focus groups). We recognize that such data collection can be costly and labor intensive, and recommend partnerships with a university or technical support organization – perhaps funded in part through private and public research resources.

IV. Campaign Plan in Phases

Based on the theory of change and goals and objectives set out in sections II and III herein, this section sets out a specific, staged campaign plan. Discussion of each stage includes goals and objectives for that stage, key target audiences, themes and messages, communications channels, specific activities, collaborating partners, necessary inputs and resources, and the monitoring and evaluation tasks appropriate to that stage. Formative evaluation to test basic aspects of the campaign will also be included as an initial phase. The plan as outlined should be understood as describing a full, comprehensive campaign. We recognize that budget considerations are critical in identifying the actual activities to be implemented; therefore, following the overall strategy outline, we present several options tailored to cost levels. Each option includes selected elements from the overall strategy.

PRE-CAMPAIGN PHASE: Preliminary Formative Evaluation (six months)

Although we have received feedback on several elements of this C4D strategy in developing the Background Report, a formative evaluation phase is recommended before finalizing the strategy to ensure that it is appropriate and practical, and to assist with buy-in. Formative evaluation would address questions pertaining to feasibility, buy-in from key stakeholders, appropriate channels through which program messages will be communicated, and the contextual factors that define the cultural backdrop. It would consist of the following tasks:

- Finalize campaign strategy with a stakeholder group that includes the Department of Social Development (DSD), UNICEF, and potential participants such as Soul City, Sonke Gender Justice, Institute for Health and Development Communication, loveLife, the South African Broadcasting Association (SABC), National Community Radio Forum, and faith-based organizations.
- Recruit and conduct focus groups with a sample of parents, youth, teachers, service providers/practitioners, and traditional leaders, to test the themes/messages, target audiences, and communications channels.
- Analyze results; make modifications to campaign strategy.

PHASE ONE: Multi-Channel Kickoff

Objective: Increase awareness that VAC is harmful and antithetical to individuals, families, schools and communities in a South Africa that is moving beyond its apartheid legacy. There are three sub-objectives within this objective: (1) clarify the definition of violence so that target population members understand what is at issue; (2) brand the reduction of VAC as aspirational, empowering and forward thinking; and (3) frame the reduction of VAC as a *movement* in order to engage multiple audiences. [Corresponds to Objectives One and Two above.]

Target Audience(s): General population including youth, parents, educators, community leaders.

Secondary audiences: Practitioners, social/health service providers.

Themes and Messages: The definitional aspect of this phase will focus on presenting VAC scenarios with a tagline such as “This is not love. This is violence.” This will be accompanied by a foundational theme tying a reduction of VAC to a new South Africa – intended to impart a positive and aspirational “brand identity” to reductions in violence, instead of a critical or negative tone. Importantly, *this theme is best positioned as the goal of a “movement,”* a social action form now very familiar in South Africa, and a goal that requires collective action. The theme seeks to position youth, parents, community leaders, and others as agents of change.

Communication Channels: The objectives of this phase are best accomplished through a coordinated media campaign together with social mobilization. As the kickoff and “agenda-setting” phase, it is important that this phase engage all possible communications channels, including:

- Major media – through public service announcements (PSAs), collaborating with the South African Broadcasting Corporation (SABC) and National Association of Broadcasters (NAB). Major media should consider collaborating with influential political leaders;
- Social media - develop public ads and strategic messaging, using platforms like Mxit, Facebook, Twitter, Instagram and SnapChat;
- Community radio – a selection of community radio stations in each province;
- PSAs linked to highly popular television programming, including Soul City “infotainment;”
- Public events – specifically, the global 16 Days of Activism for No Violence against Women and Children campaign (“16 Days of Activism”), and National Child Protection Week, both launched by the South African government;
- Youth action – through song competitions, creative arts, the formation of change agent teams or working with existing teams (e.g., loveLife peer educator teams), social media; and
- Print materials, e.g., billboards, bumper stickers and/or posters with the theme/slogan;
- Textiles, e.g., t-shirts, hats, rubber bracelets and reusable bags.

Languages: English, Afrikaans, Zulu, Sotho, Xhosa, and for community radio and community action teams, the language appropriate to the community or listening audience.

Proposed Activities:

- Coordinate the launch of the overall campaign with media and events, which could include a large launch day music concert with celebrity appearances;
- Incorporate this theme in the DSD-sponsored 16 Days of Activism and National Child Protection Week annual campaigns;
- Develop radio segments or PSAs that can be adapted and translated by community radio stations;
- Hold a contest at high schools, technical schools and colleges to develop a campaign logo;
- Hold a contest to develop theme music with the winner recording at a major studio with a known musical artist (e.g., Mafikizolo, Mi Casa, Miss Lira, Zahara, etc.); and
- With respect to community mobilization, provide materials and training to new or existing teams/groups;



- Launch a national, celebrity driven social media campaign with designated hashtags. Recent successful examples include [#62milliongirls](#) and [#ALSicebucketchallenge](#). #62milliongirls is a campaign that is driven by the First Lady of the United States, Michelle Obama. The trending campaign raises awareness about educational disparities around the world and has galvanized tens of thousands of celebrity and plebeian social media posts since its 2015 inception. The #ALSicebucketchallenge was another celebrity driven social media campaign, sponsored by the American ALS Association. Its goal was to raise awareness about and financial resources for Lou Gehrig's disease. Such social media campaigns must be adapted to social media that is popular in South Africa and should solicit support from national celebrities.

Collaborating Partners: DSD and co-sponsors of the current 16 Days of Activism/National Child Protection Week, SABC, NAB, major celebrity/recording artist.

Inputs and Resources: Resources to support PSA design and production, reduced cost airtime, programming development for television, contest management, music studio time, concert venue and management.

Duration of Phase: 18 months – to include six months for formative evaluation and campaign development, and one year for implementation.

Monitoring and Evaluation: Collaborating with, for example, University of Cape Town's Children's Institute, conduct of a baseline survey prior to the campaign regarding how VAC is defined, self-report behavior (and behavior change at follow-up), level of intent to change VAC, level of concern about VAC, awareness of or involvement with any community mobilization activities, individual and collective efficacy with respect to changing VAC. This would have to be undertaken with a national sample. Once the campaign is initiated, follow-up surveys, with measures of campaign activity exposure, at six months and one year.

SAMPLE PSA ONE: Kickoff

Target Audience: General population

Themes/Messages: Broadly linking a reduction in VAC to a forward-thinking South Africa, to a vibrant, emerging, positive, and aspirational South Africa. This is the kickoff PSA, so it should include a key campaign slogan/tagline which will be repeated in multiple other messages. The presentation of the ad should emphasize the “popular movement” theme of the strategy, which could be presented as a theme song, as a visual with parents, youth, teachers, and South Africans in general singing the song in various contexts, for example, as a montage.

Channels: TV, and re-broadcast via social media, community radio, and featured in the national 16 Days and Child Protection Week activities. Collaboration with popular musicians would be useful.

SAMPLE PSA TWO: Linking Reduction in VAC to Aspirations for Children/Youth (two versions)

Version A

Target Audience: Parents, younger school-age children

Themes/Messages: Increasing awareness of how exposure to violence, in the home and community, has negative consequences for child development goals -- related to education. Again, this supports the overall theme positioning a reduction in violence as consonant with an emerging, new South Africa. Advertisements in this version would show a child holding a pencil, trying to do homework (in home, or outside), then hearing or seeing/hearing a violent scenario between adults at home, or between adults in the community. The child is shown as visibly affected, stopping work on his/her homework and breaking the pencil (from the emotional response). Important -- this general ad script could be tailored to multiple violence exposure settings.

Channels: TV, and re-broadcast via social media, or use in community mobilization activities as a discussion starter.

Version B

Target Audience: Parents, older school-age children (e.g., age 15)

Themes/Messages: Increasing awareness of how exposure to violence, in the home and community, has negative consequences for child development goals and aspirations -- related to education. The advertisements would show a small group of young adolescent youth sitting at a table. One of the youth has a new scar, or in some way displays "disturbed emotions" from witnessing a violent scene the night before. The other youth look at each other knowingly and ask, "How do you get your homework done?" Important -- this general ad script could be tailored to multiple violence exposure settings.

Channels: TV, and re-broadcast via social media, or use in community mobilization activities as a discussion starter.

SAMPLE PSA THREE: Linking Reduction in VAC to Youth/Young Adult Aspirations with Focus on Masculine Gender Roles

Target Audience: Older youth (15-17) who have already observed and likely incorporated male-gendered violence patterns.

Themes/Messages: Using techniques drawn from the Truth Campaign in the U.S., present a scenario (or several tailored scenarios) in which some youth, in a community setting, react to an example of a male exerting power through violence (pushing/hitting, aggressive behavior to get something) negatively, shaking heads, delegitimizing the behavior as representing a positive characteristic -- and importantly, framing it as the “old South Africa”, not aligned with where aspirational young men want to be in the emerging South Africa, the country that is moving beyond apartheid and violence, with a new democracy, a new face to the world.

Channels: TV, and re-broadcast via social media, or use in community mobilization activities as a discussion starter.

PHASE TWO: Support Individual Change

Objective: Support the increased awareness and motivation with specific behavioral information concerning alternatives to the use of violence. This objective is best accomplished through a continuation of the mass media messages combined with targeted and culturally-tailored media (e.g., soapies, community radio, street theater, print materials, community action teams) that help people learn how to implement behavior change in their real-world situations.

Target Audience(s): Parents, teachers, youth. *Secondary audiences:* Social/health services, educators, community and religious leaders.

Themes and Messages: The focus of messages in this phase is on models, skills and confidence building. Parents, for example, have to see how to maintain good behavior in children without violence, and to handle family conflicts without violence. Teachers have to see how to control a classroom without violence. For youth, the messages may be more complex. Youth have to see examples of how to *intervene safely* (as in the “Bell Bajao” or “Ring the Bell” campaign in India to increase awareness of domestic violence issues and encourage men and boys to take notice and vocally protest when they see violence against women and children), so that their peers do not bully. Youth have to see examples of how to earn respect, and to have influence, without violence (in the community and in schools).

Communication Channels:

- Soapies, such as those popularized by Soul City;
- Radio talk shows;
- Community radio dialogues;
- Community dialogues – community action teams;
- Social media – Mxit, Facebook, Snapchat, etc., as well as YouTube;
- School debates, dialogues;
- Street theater;
- Print materials, distributed by social services, schools, health care practitioners; and
- Continuation of PSAs on television with primary campaign theme.

Languages: English, Afrikaans, Zulu, Sotho, Xhosa, and for social media, community radio and community action teams, the language appropriate to the community or listening audience.

Proposed Activities:

- Develop and broadcast soapies;
- Develop collaborations with radio and community radio to participate in coordinated programming;
- Develop programming that can be tailored/translated for local context;
- Engage youth in social media to disseminate specific messages about *how* to reduce VAC, engage theater groups;
- Develop street theater productions to raise awareness and model solutions (e.g., City at Peace model in the U.S.);
- Develop action plan for community action teams; and
- Develop materials with guidance on VAC behavior change for community teams, and for distribution via social/health services providers.

Collaborating Partners: NGOs such as Soul City, Sonke Gender Justice, loveLife and Resources Aimed at the Prevention of Child Abuse and Neglect (RAPCAN), that have already developed multiple media and community channels, as well as action teams; community radio; province-level school administration; local social service and health providers; high school or college theater/social justice programs, such as the Drama for Life program at University of the Witwatersrand. Service providers such as the Teddy Bear Clinic may already have parent training materials that could be employed to help provide specific information on the prevention of VAC.

Inputs and Resources: Resources and support to develop television soapies and programming, reduced air time costs, development of print materials for local distribution, arts/theater groups to conduct street theater, outreach and training for school and community activities and action teams.

Duration of Phase: 18 months, following the Phase One implementation.

Monitoring and Evaluation: Record all activities implemented, programs aired. Number of participants, number of materials distributed. Continue follow-up survey described above every six months. If possible, conduct focus groups with a sample of parents, youth, teachers, practitioners to obtain more

extensive information on adoption of the theme, attitude and behavior change, as well as barriers and facilitators of change.

SAMPLE PSA FOUR: Norm Change and Behavior Modeling for Parents (potentially teachers as well)

Target Audience: Parents. In addition, a version of this campaign could be tailored to teachers.

Themes/Messages: Primary goals of this targeted campaign would be to support the call to action by changing parent perceptions that violent discipline is how all/most parents bring up good children, and to provide examples of alternative practices – framing these practices as aspirational. If data show that almost half of parents in South Africa do not hit their children, this campaign would seek to counter the widely held belief (descriptive norm) that hitting as discipline is common (“I am just doing what is normal”), and to provide modeling that illustrates what some of these non-violent practices are. It is important that this message acknowledge the *situations* parents (or teachers) face when they think of using corporal punishment to exert control in difficult family (or classroom) settings.

Channels: TV, radio, same theme could be incorporated in soapies

PHASE THREE: Engage Social Support Systems

Objective: Facilitate adoption of the behavior change through the engagement of social support, using group and social mobilization strategies. This objective is best accomplished through the use of community action teams, community leader support, youth peer action, teacher training, teacher support networks, parent groups.

Target Audience(s): Parents, teachers, youth, traditional and faith leaders. *Secondary audiences:* Teacher’s union, social/health services.

Themes and Messages: The focus of messages in this phase is on social reinforcement for behavior change. Parents need support from other parents and traditional/faith leaders that behavior change

garners approval, and that there are social support systems that can provide advice for how to implement and maintain change. This can also help reinforce the reduction of violence as normative. Teachers need similar support, from other teachers and from educational administrators. Youth need both support from adults in their social/family networks, and from peers.

Communication Channels: These would include:

- Soapies, such as those popularized by Soul City, with the focus on social support themes;
- Radio talk shows (all levels);
- Community and school support groups, action teams, and activities;
- Faith organizations;
- Teacher's union, school administration;
- Social media – Facebook, Snapchat, etc., as well as YouTube, to provide social support;
- Print materials, distributed by social services, schools, health care practitioners; and
- Continuation of PSAs on television.

Languages: English, Afrikaans, Zulu, Sotho, Xhosa, and for social media, community radio and community action teams, the language appropriate to the community or listening audience.

Proposed Activities:

- Develop and broadcast new soapie episodes focusing on social support themes, and radio talk shows (regional, community radio) that, for example, feature a teacher or school that changed its approach to discipline, the way in which teachers were supported by other teachers and school administrators, and the positive outcomes that resulted;
- Community support groups and activities for parents could be encouraged through faith organizations, civic organizations, and social services;
- Work with local, state, and national journalists to keep the issue salient on the national agenda, perhaps through extended reporting and op-ed features that highlight resources available for parents, youth, and others
- For youth, these could be organized through school clubs, civic organizations, sports and arts activities;
- For teachers, these could be organized through the teacher's union, or at the school or district level;
- Social media activities would be generated with a purpose of building social support for behavior change;
- Continue to distribute print materials (behavior change guidance) through social service/health providers as a means of social reinforcement; and
- Continue television PSAs with primary campaign theme, at selected intervals (as a reminder).

Collaborating Partners: NGOs such as Soul City, Sonke Gender Justice, loveLife and RAPCAN, who have already developed multiple media and community channels, as well as action teams; community radio; province-level school administration, and the teacher's union; local social service and health providers; and local and national faith organizations and traditional leaders.

Inputs and Resources: Resources and support to develop television soaps and programming, reduced air time costs, development of print materials for local distribution, outreach and training for school and community support groups and action teams, outreach and support for engagement of community leaders (including faith and traditional leaders).

Duration of Phase: One year, overlapping with last six months of Phase Two.

Monitoring and Evaluation: Record all activities implemented, programs aired. Number of participants, number of materials distributed. Continue follow-up survey described above every six months. If possible, conduct focus groups with a sample of parents, youth, teachers, practitioners to obtain more extensive information on adoption of the theme, attitude and behavior change, as well as barriers and facilitators of change.

PHASE FOUR: Facilitate Sustained Change

Objective: Facilitate maintenance of the behavior change by advocating for resources and services (e.g., law enforcement, social services, school-based services, youth gang interventions). This objective is best accomplished through media advocacy, youth action, community action – calls for more resources.

Target Audience(s): Media, policy and decision-makers.

Themes and Messages: The focus of messages in this phase is advocacy for increased attention and resources allotted to the kinds of services that are necessary to support behavior changes made by individuals – these include child protection, family counseling, law enforcement, and other social services. The messages will center on the idea that movement forward cannot take place without everyone on board, and that policies are not enough without the capacity to carry them out.

Communication Channels: These would include:

- Broadcast and print media;
- Radio talk shows (all levels);
- Social media, blogging;
- Community mobilization; and
- Youth advocacy.

Languages: English, Afrikaans, Zulu, Sotho, Xhosa, and for social media, community radio and community action teams, the language appropriate to the community or listening audience.

Proposed Activities:

- Develop opinion pieces for broadcast and print media;
- Support radio talk shows highlighting capacity needs;
- Engage social media to create demand for better services, awareness of the gap;
- Mobilize community and youth groups to stage events and speak before policymaking bodies;
- Continue television PSAs with primary campaign theme, at selected intervals (as a reminder).

Collaborating Partners: NGOs such as Sonke Gender Justice, loveLife and RAPCAN, who have already developed multiple media and community channels, as well as action teams. Community radio. In addition, Childline South Africa has existing advocacy activities and trainings that could support this phase.

Inputs and Resources: Resources and support to develop opinion pieces and place them, and to develop radio programming. Support and staff for social mobilization, action teams, organization of youth social media and civic action.

Duration of Phase: one year, overlapping with last six months of Phase Three.

Monitoring and Evaluation: Record all activities implemented, programs aired. Number of participants in community actions, number of materials distributed, number of op-ed pieces placed. Continue follow-up survey described above every six months. If possible, conduct focus groups with a sample of parents, youth, teachers, practitioners to obtain more extensive information on adoption of the theme, attitude and behavior change, as well as barriers and facilitators of change.

V. Campaign Plan Options by Cost Level

We are aware, as noted, that the broad campaign strategy described above may not be feasible in its entirety due to cost and resource limitations. We are assuming that the campaign strategy set out in section IV is the full cost option (approximately four (4) years in duration). In the section that follows, we present two other options, each of which includes selected elements of the overall strategy tied to a cost level (basic, moderate expense).

BASIC OPTION: Phase One with selected elements of Phase Two. It is important to retain the kickoff campaign, and to retain some activities in Phase Two that seek to model behavior change – especially soapies, community radio, social media and some social mobilization through street theater and community dialogs. In order to provide evidence about the effectiveness of this overall strategy and approach, it will be important to retain the evaluation component. This component will document improvements in awareness, knowledge, self-efficacy, social norms, and behaviors from baseline to the end of the program. It will also document the number of hits in social media and the number of mentions in mass media. Selected success stories will be featured in order to personalize the issue and model instances where ordinary people have overcome long odds to stop violence against children.

MODERATE OPTION: To the Basic Option, add selected elements of Phase Three, including community action teams/social mobilization, engagement of faith organizations, social media, and engaging the teacher's union (for social support), as well as at least a few elements of Phase Four, including op-ed pieces, community radio, adding the advocacy theme to existing social mobilization activities. These are all relatively low-cost components. As resources allow, conduct evaluations of this overall approach through a phased-in design, in which data are collected at baseline, at subsequent six-month intervals as more components of the campaign are added in, and then six months after the end of the campaign.

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