

**SOCIAL +
BEHAVIOUR
CHANGE**

EAPR

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—
for every
child
—

**Compendium
of SBC Best
Practices**

East Asia and Pacific Region

Foreword

Home to more than one-quarter of the world's children, the East Asia and Pacific region is the largest and most culturally, economically and politically diverse amongst UNICEF regions. It includes rapidly growing economies such as China, Indonesia and Malaysia as well as least developed countries such as Samoa, Cambodia and DPR Korea among others. The region also houses countries that are among the world's most vulnerable to natural disasters, including those related to climate change.

While significant progress had been achieved over the last few decades, most countries are now navigating a pathway to recovery from the economic and social impacts of COVID 19 which had resulted in challenges to UNICEF's ability to achieve results for children in many countries. In addition to the setbacks due to COVID 19, there has also been a significant narrowing of democratic space in the region, complicating the empowerment agenda and creating major implications for social transformation and behavior change. Further, gender inequality remains an issue and gender discrimination and stereotyping continues to impact children, women, and men.

The UNICEF Social and Behaviour Change (SBC) network in the region has been using time-tested as well as new-age, innovative solutions to address social barriers as well as behavioral determinants impacting the wellbeing of children. SBC efforts have ranged from ensuring that families and communities have access to critical knowledge to protect themselves from COVID 19 to using community insights to address nutritional issues and from using human centered approaches to improve immunization outcomes to ensuring that parents have the adequate skills to take care of their children.

The case studies in this documentation highlight some such SBC efforts to address norms and behaviours in order to help ensure a better today and brighter tomorrow for every child in countries across the region. I am sure that the learnings from these would be useful in helping design impactful and sustainable SBC programmes.

Rudrajit Das

Regional SBC Lead, East Asia and Pacific.

EAPR



Key social and behaviour change (SBC) strategies, achievements and lessons learned

Access the individual case studies by clicking on each item below:



UNICEF Viet Nam Improves Tolerance and Inclusion Among Youth During the COVID-19 Pandemic through Kindness is Contagious Campaign

Key social and behaviour change (SBC) strategies, achievements, and lessons learned

Brief summary



Dates of Activity
May to July 2020



Duration
Three months



Budget
US\$50,000

In May 2020, UNICEF Viet Nam and the Ministry of Health (MOH) launched a three-month mass and social media campaign, Kindness is Contagious, calling on youth to show support for their community by promoting mutual understanding, tolerance, and inclusion during the COVID-19 pandemic. The campaign emphasized three key messages: be kind, be tolerant and be optimistic. Youth were invited to share drawings, videos, and other innovative and creative solutions for coping with anxiety related to the pandemic through UNICEF and MOH's digital platforms. The campaign aimed to help youth learn what they can do differently to quell their anxiety during the COVID-19 period and then once the situation returned to normal.¹ In three months of campaign from May to July 2020, the messages reached more than 65 million social media users throughout the country, two million of whom engaged with overwhelmingly positive feedback.



Context

At least 55 per cent of Viet Nam's population is under 35 years of age.² The COVID-19 pandemic necessitated physical distancing and severely restricted the ability of youth in Viet Nam to engage in activities that connected them with their peers. Loneliness, fear of infection, death of oneself and loved ones, grief after bereavement, and financial worries were major stressors leading to anxiety and depression. The resulting isolation contributed to higher levels of mental health issues for the entire population, especially youth. The pandemic created a heightened and disproportionate risk of suicide and self-harming behaviours among young people.³

In 2021, lockdowns and social distancing worsened the state of mental health and psychosocial issues among children and families during the fourth wave of the pandemic. By July 2021, more than 66 per cent of households worried about the impacts of COVID-19, with experiences varying from depression to irregular anxiety. Female-headed households and migrants living in crowded conditions had

disproportionately experienced mental health issues. Caregivers and their children reported experiences of stress, fear, worry, loneliness, frustration, and poor sleep due to fear of infection, as well as long periods of remote learning, social distancing and lockdowns. These experiences were exacerbated by the lack of physical exercise, as well as stressors including reduced income, unemployment, and additional caretaking duties.⁴



Strategic approach

The Kindness is Contagious campaign was implemented from May to July 2020. The aim of the campaign was to promote mutual understanding, tolerance, inclusion, and positive preventive messages related to the COVID-19 situation among adolescents and young people, as a way to support their communities. The secondary audience was the broader public, including decision-makers. The key messages included "Check on your loved ones," "Spread accurate information through social media," "Send kind messages to people having a hard time," and "Listen to music, read a book, or play a game." The campaign activities were designed to:



1. Stimulate dialogues with decision-makers, influencers, adolescents and young people through mass media (TV and Radio talk shows);
2. Promote the voices of young people through UNICEF and MOH social media creative platform involving artists and young people to stimulate creative thinking and problem-solving (#long_tot_de_lay Instagram, Facebook);
3. Engage with influencers, artists through social media platforms and promote positive messages (#long_tot_de_lay Zalo, TikTok⁵); and
4. Amplify the voices of adolescents and youth champions and promote sharing and caring for others through mass and social media (human interest story, photo series, short video).⁶



UNICEF Viet Nam and the Ministry of Health partnered with the social media platform Zalo, TikTok to provide the Vietnamese population with accurate information about COVID-19. UNICEF Viet Nam adapted a practical tips guide about actions to take for fighting COVID-19 from UNICEF Headquarters, to create the COVID-19 youth actions graphic checklist chart for dissemination through mass and social media (Facebook, YouTube, and Zalo, Tik Tok). The purpose for the chart was to engage youth in keeping track of the actions they took to fight coronavirus. A social media platform with two hashtags (#long_tot_de_lay, and #CompassionisContagious) was created for young people and creatives to share their ideas about how to overcome the difficulties of living through the pandemic.

Young Vietnamese artists and organizations, including singer Min, music band Ngot, rapper/song writer Suboi, fashionista Chau Bui, actress Ninh Duong Lan Ngoc, painter Tamypu and Nha Nam Publishing and Communication Company worked with UNICEF and the Ministry of Health to boost the campaign.⁷ The country office, in collaboration with the Ministry of Health, supported the creation and dissemination of video clips with influencers to launch the campaign, and to share broadly with the public. Two radio talk shows and two television talk shows were aired on national

radio and television channels to stimulate dialogues with policy makers, influencers, adolescents and young people.

A book containing 106 of the 500 drawings submitted to the online platforms by young people throughout Viet Nam was published. Each drawing was considered an act of kindness, an optimistic thought, or a creative solution to the mental toll of the pandemic.⁸ One thousand copies of the book were distributed to various government Ministries, five UNICEF projects provinces, USAID, influencers, and participants in the Kindness Campaign closing event.





Key achievements

In the three months of campaign, from May to July 2020, the messages reached more than 65 million social media users in Viet Nam, two million of whom engaged with overwhelmingly positive feedback. The video clip to launch the campaign was seen by 3.4 million viewers. The campaign generated 80 online and print media articles. Seven thousand people were interested

in the Facebook event page for the campaign, and 500 posted drawings that were shared with others. The feedback received via mass and social media was overwhelmingly positive. Many students that saw the campaign asked if they could learn how to design similar campaigns. A number of private companies also offered to support UNICEF in implementing the campaign.

65

MILLION+

social media users reached

3.4 M

viewed the campaign launch video clip

80

online and print media articles published

500

posted drawings were shared with others on Facebook





Lessons learned

- 1 Linking the word “contagious” with a positive meaning helped to reduce fear of the word.** Creating the concept of kindness as a contagion helped to redirect negative feelings about COVID-19 toward positive feelings about helping others through the pandemic and fit with the cultural context in Viet Nam.
- 2 Using tailored messages and appropriate communication channels to reach the intended audiences was key to spreading the word about COVID-19 prevention and the Kindness is Contagious campaign.** The campaign messages were adapted from the [UNICEF COVID-19 Toolkit to Take Action and Spread Awareness on COVID-19](#) to the Vietnamese context. A young visual artist, Nguyen Duc Phuong, was hired to create Vietnamese-appropriate drawings from the Guide.
- 3 Pivoting from print materials to digital content was essential for reaching the intended audiences.** Ongoing pandemic restrictions necessitated a shift from print media (commonly used for campaigns in Viet Nam’s) to digital content dissemination via Facebook, Instagram, YouTube, Zalo, and TikTok. The “kindness” postcards and other creative activities disseminated via social media helped to spread the positive messages of the campaign.
- 4 Mobilizing artists and influencers helped engage youth and multiply the campaign messages.** Young Vietnamese artists that joined hands with UNICEF and the Ministry of Health boosted the reach and cachet of the campaign messages.
- 5 Government support, especially from the Ministry of Health, was essential for creating and disseminating the campaign.** The Vietnamese government manages the key national media channels, including TV and radio, and Zalo – the most popular social media messaging app with 74 million regular users. The Government of Viet Nam prioritized the need to reach young people with positive messages to help them navigate the COVID-19 pandemic. The Government’s support enabled all involved the campaign to act rapidly and provide trusted information to the public.





Recommendations

- 1 Engage the intended audience (in this case, youth) in the co-creation of the campaign.** Young people represent an inexhaustible source of ideas and creativity that can appeal to their peers to motivate social and behaviour change. It is important to engage the intended audience in creative problem-solving.
- 2 Time campaign messages to real-life situations.** The COVID-19 pandemic required immediate dissemination of specific calls to action. Timing the launch of the Kindness campaign was important for matching the sentiment of the population and motivating the desired behaviours.
- 3 Ensure that campaign messages are accessible to the intended audiences, especially to hard-to-reach audiences.** Using multiple languages (including sign language as appropriate) helps to ensure that all intended audiences are exposed to the campaign messages.
- 4 Assess each campaign to understand what worked or did not work so that lessons learned can be applied to develop more efficient and effective campaigns in the future.** The lessons learned from the Kindness is Contagious campaign were used to develop subsequent COVID-19 prevention and vaccination campaigns.

Endnotes

- 1 UNICEF, 'UNICEF and the Ministry of Health launch the "Kindness is Contagious" campaign in Viet Nam, May 2020 <<https://www.unicef.org/vietnam/stories/unicef-and-ministry-health-launch-kindness-contagious-campaign-viet-nam>>.
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- 4 UNICEF, The socio-economic impacts of COVID-19 on children and families in Viet Nam. Ha Noi, Ho Chi Minh City, Da Nang, and Bac Giang provinces in focus, October 2022, <<https://www.unicef.org/vietnam/media/11181/file/Final%20designed%20policy%20brief-follow%20up%20study%20on%20covid%20impacts-En.pdf>>.
- 5 Zalo, Tiktok is Viet Nam's most popular messaging app.
- 6 UNICEF, 'UNICEF and the Ministry of Health launch the "Kindness is Contagious" campaign in Viet Nam', May 2020, <<https://www.unicef.org/vietnam/stories/unicef-and-ministry-health-launch-kindness-contagious-campaign-viet-nam>>.
- 7 Ibid.
- 8 The book was jointly produced by UNICEF and Nha Nam Publishing and Communication Company.v

UNICEF Malaysia Engages Youth Through Digital Social Spaces

Key social and behaviour change
(SBC) strategies, achievements and
lessons learned



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Brief summary



Dates of Activity

Phase 1: May to
December 2020
Phase 2: July 2021 to
July 2022



Duration

Two years



Budget

US\$158,000

UNICEF Malaysia used the U-Report platform to create a dedicated online social space on the Telegram channel, called KitaConnect (We Connect), where users could receive regular and correct information and updates on COVID-19, and on mental health and psychosocial well-being. The platform enabled users to provide real-time feedback about their concerns related to the virus and connect with other youth via participatory activities and challenges. Through KitaConnect, UNICEF could link users to appropriate services and resources to address their needs. The platform provided a way to combat COVID-19 misinformation and alleviate fear and anxiety

among youth. As of December 2022, KitaConnect successfully engaged more than 703,547 young people through online sessions, messages, polls, social media posts, and challenges. Almost all users (97 per cent) said that they learned something new from engaging with the platform. Based on popular feedback and demand from participants, KitaConnect burgeoned into a youth-driven and youth-centric platform where users could share their enthusiasm about meaningful causes, discuss topics that matter to their lives, and learn soft skills in communication, self-development, stress management and goal setting.



Context

The daily lives of Malaysian youth (10 to 25 years) were disrupted because of the COVID-19 pandemic. At the height of the pandemic, schools closed and there were inherent difficulties with remote learning. Youth were cut off from directly interacting with their peers and had limited spaces where they could express their feelings

related to the pandemic situation. The education, mental health and psychosocial wellbeing of young people were compromised, and access to accurate COVID-19 information and services was limited. Online engagement was one of the few ways that youth could interact. Malaysia's internet penetration was about 90 per cent.

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#KitaConnect Challenge

Video, Upload, Inspire



Take a video of what you have been up to (1 min)



Share it on your social media (Tiktok, FB, IG, Twitter) with the hashtag #KitaConnect



Go to @KitaConnect on Telegram, send the code 'KitaConnect' & share your video link!

© UNICEF

Share your MCO experience with other youths!



Strategic approach

In 2020, UNICEF Malaysia partnered with Childline Foundation and Project I.D. to develop KitaConnect, a dedicated online social space on the Telegram channel of the U-Report platform. The platform served as an online social space to disseminate regular and correct information and updates related to COVID-19.¹ KitaConnect also served as an open platform for young people to express their anxiety about the pandemic, connect to other youth for peer support, and receive messages on mental health and psychosocial well-being. Activists and influencers also volunteered as peer-leaders to motivate the youth and demonstrate ways to contribute to their society. Through KitaConnect, participants received SMS polls and alerts. Their responses were collected in real-time and published, giving rise to a sense of empowerment among young participants to engage with and speak out on issues that mattered to them.

The programme was implemented in two phases: phase one, from May to December 2020, (US\$20,000) and phase two, from July 2021 to July 2022 (US\$138,000). During Phase one, the partners created a workplan for the KitaConnect program and conducted a needs assessment of youth and adolescents in Malaysia to development the platform activities. The needs assessment focused on collecting information to ensure the accurate representation of the diverse KitaConnect target demographic (i.e., ethnicity, gender, disability status, socio-economic background, and locality), and to identify topics of interest among youth across Malaysia. UNICEF and their Malaysian partners developed a 12-month curriculum to accompany the KitaConnect programme (incorporating digital activities and events that build skills in youth), delivered and managed the platform, and conducted monitoring and evaluation activities to determine the effects of KitaConnect on young people in Malaysia. UNICEF Malaysia engaged

civil society, private sector, and influencer partners to promote wellbeing among the U-report platform users.

UNICEF Malaysia commissioned an assessment of the KitaConnect activity at the end of phase one. A survey was conducted to determine the rate of participation on the platform, and to understand the overall experience of KitaConnect users (i.e., did the platform serve the key needs of the users). A total of 99 individuals responded to the survey, 62 per cent of whom were active users, 75 per cent were female, and at least seven per cent self-identified as a Person with Disabilities. The feedback and demand from KitaConnect users from phase one were so strong that the KitaConnect transitioned from an emergency response communication activity in 2020, into a youth-driven and youth-centric platform, where users could share their enthusiasm about meaningful causes, discuss topics that matter to their lives, and learn soft skills in communication, self-development, stress management and goal setting.



Sign with Serena

Come learn the basics of sign language and how to **sign our National Anthem, Negaraku**

Thursday 11th June 2020
3pm-4pm

Hear about the experiences of the Deaf community in Malaysia and stand in solidarity with them in a brand new way!

Register using the link:
<https://bit.ly/signwithserena>

www.signformalaysia.com
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In phase two of the programme, the curriculum was reviewed and refined based on insights from the end-of- phase one assessment. The curriculum was scaled up, focusing on three key pillars: Motivation (including mental health and psychosocial support), Learning, and Social and Civic Engagement. More and diverse innovative platforms were used to engage young people (e.g., workshops, Instagram Live sessions, post-session activities on Discord).² An online community was established to

support peer to peer engagement beyond the workshop sessions. Twenty-four youth facilitators (“KitaConnect Champions”) were recruited and upskilled as @KitaConnect Champions to facilitate and moderate @KitaConnect sessions. The key KitaConnect initiatives included eleven workshops, seven Instagram Live sessions, four youth chats, eleven supplementary Discord engagements, and an @KitaConnect micro-site that featured key highlights and young people’s content from the programme.

Key achievements

As of December 2022, 703,547 Malaysian youth were engaged via KitaConnect Instagram, Facebook, and Discord activities. More than 783 young people between the ages of 13 and 25 from all 14 Malaysian states (72 per cent female, and 10 per cent people with disabilities) participated in KitaConnect sessions via workshops, Zoom youth chats, Gather.town, and Instagram Live sessions. The activity that generated the most interest were the online workshops. The top three topic areas of interest among active users were “youth mental health,” “education,” and “gender equality.” Almost all the survey respondents (97 per cent) said that they had learned something new from *KitaConnect* messages and/or online sessions. Most users (89 per cent) agreed that they had enhanced their understanding of mental health issues as a result of interacting with the KitaConnect activities. Ninety-seven per cent of the survey respondents that engaged on the platform said that the online sessions helped them to change their perceptions about an issue, and 95 per cent agreed that KitaConnect inspired them to contribute to a social cause. The majority of platform users wanted more workshops and activities (e.g., webinars with influential people). Only 11 per cent of users said that they encountered any problems using KitaConnect.



With more Internet users moving to Telegram (mostly due to security concerns with WhatsApp), the KitaConnect platform may likely see an increase in total active users. UNICEF will be transitioning KitaConnect from being an emergency response communication channel that focused on COVID-19, to becoming a key youth online engagement programme under UNICEF’s Adolescent Development and Participation Programme. The aim is to build the skills of young people to maximize their mental and psychosocial wellbeing, support their learning, and be civically engaged in their communities.

703,547
MALAYSIAN
YOUTH

engaged in the first phase

89% of users reported an enhanced understanding of mental health issues

95% of users agreed that KitaConnect inspired them to contribute to a social cause



Lessons learned

- 1 Let the youth take the lead!** KitaConnect made a successful transition from a COVID-19 related platform to a youth-engagement platform because it encouraged youth to select topics of interest to them and decide on the skillsets they wanted to learn. The discussions were facilitated by youth to feel that they were in a safe space to speak out.
- 2 A strong foundation builds a strong platform.** The use of data supported and strengthened the KitaConnect activity. The survey feedback helped to shape the platform. Using 24 youth facilitators (champions) that had previous experience as peer engagement workers meant that the champions did not start from zero capability and required less capacity building training; they were more confident and competent to lead a youth-centric programme.
- 3 Be creative in using different platforms to reach out.** New communication platforms are introduced frequently, and youth are attracted to new things. KitaConnect started from Telegram, but also used U-Report, Instagram, Zoom and Gather.town to maximize each platform's features. To help youth with low internet connection, resources were shared by Telegram in advance so the participants would not lose track even when the connection breaks mid-session.



Recommendations³

- 1** Implement surveys after each KitaConnect activity to collect feedback for the continuous improvement in planning future activities, and comments that can aid with planning of content and logistics.
- 2** Continue KitaConnect activities with a more intensified use of online workshops and varied topics.
- 3** Host more online sessions and with differing times (e.g., weekends) to accommodate various schedules of interested individuals.
- 4** Implement targeted surveys to understand the needs of Persons with Disabilities and East Malaysians to ensure future sessions include their interests and concerns.
- 5** Promote and organize events which foster inclusion, particularly in the challenges to enable and encourage Persons with Disabilities to attend.
- 6** Allocate more slots led by young people, such as peer-to-peer sessions.
- 7** Combine two or three related topics in one activity to attract different demographics and allow them to interact.
- 8** Provide the opportunity for users to directly interact with entities who are influential or experts in a field and from diverse backgrounds.
- 9** Design activities that promote explicit learning and offer fun rewards/prizes at the same time.
- 10** UNICEF and partners should explore a more hybrid approach to delivering skills-building and engagement programmes now that movement restrictions due to COVID-19 have been lifted.

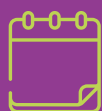
Endnotes

- 1** U-Report is a social messaging tool and data collection system developed by UNICEF to improve citizen engagement, inform leaders, and foster positive change.
- 2** The Discord server is a virtual social platform created exclusively for the KitaConnect community. Participants can stay connected with each other beyond the sessions via youth-led discussions and activities. Discord was chosen as it emerged as the most commonly used social platform among young people.
- 3** Recommendations are based on findings from the UNICEF KitaConnect Assessment Report (April 2021).

UNICEF Malaysia Uses COVID-19 Message Experiment Results to Design Risk Communication and Community Engagement Campaigns

Key social and behaviour change (SBC) strategies,
achievements, and lessons learned

Brief summary



Dates of Activity
April 29 to June 2021



Duration
Two months



Budget
US\$25,000

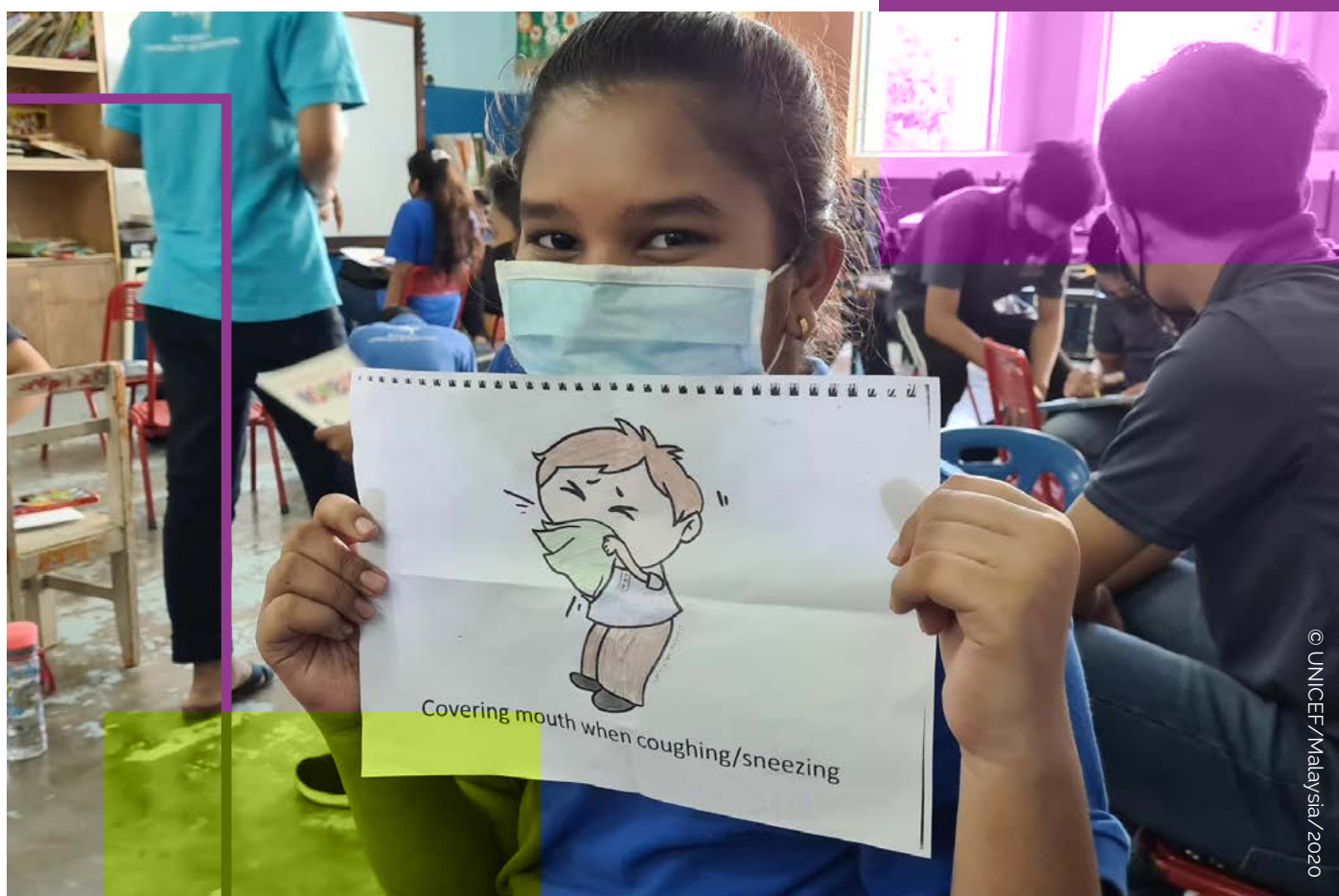
The rapid development of the COVID-19 vaccine raised questions about its safety among Malaysians, leading to vaccine hesitancy. UNICEF Malaysia supported a randomized controlled trial to test seven persuasive messages about vaccine safety to determine which would motivate Malaysians to accept the COVID-19 vaccine. The study showed that addressing vaccine

safety concerns using persuasive messages is appealing to individuals that are being nudged to recommend the COVID-19 vaccine to people with pre-existing health conditions. Findings from the study were used to inform COVID-19 risk communication and community engagement (RCCE) campaigns supported by the Ministry of Health Malaysia.

Context

In February 2021, Malaysia initiated a mass COVID-19 vaccination programme, first vaccinating frontline workers, followed by high-risk groups (e.g., people 60 years and older), people with disabilities, and individuals with underlying chronic conditions. By April 2021, the vaccine was being offered to all Malaysians on a first-come basis. In August 2021 there were almost 1.3 million cases of COVID-19 in Malaysia, and 11,162 deaths from the disease.¹ Despite strong evidence that COVID-19 vaccines reduced the odds of disease severity and mortality, many Malaysians were hesitant about being vaccinated.^{2,3} In general, vaccine hesitancy is affected by attitudinal and behavioural factors (e.g., perceived risk, convenience). In the case of

COVID-19 vaccination, subjective norms (being influenced by others), perceived behavioural control, and concern about the safety and costs associated with the vaccine explained, in large part, COVID-19 vaccine hesitancy among Malaysians.^{4,5,6} Widespread reports about side-effects and other misinformation led to negative perceptions of the newly derived vaccine. Endorsement of conspiracy beliefs was also associated with COVID-19 vaccine hesitancy.⁷ The lack of confidence in the vaccine led many Malaysians to adopt a 'wait-and-see' attitude, that is, they would wait to see if the COVID-19 vaccine turned out to be safe before being vaccinated.



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Strategic approach

UNICEF Malaysia supported a randomized controlled trial study with 5,784 Malaysians to learn whether persuasive messages focusing on vaccine safety influenced an individual's intention to be vaccinated against COVID-19, and to recommend the vaccine to healthy adults, the elderly (aged 60 and older), and people with pre-existing health conditions.⁸ The researchers compared various single COVID-19 safety messages with a control message, hypothesizing that exposure to a single safety message would do significantly more to improve intentions to be vaccinated among individuals who were initially hesitant to accept or recommend the vaccine compared to the control message. They then studied the effects of exposing participants to two persuasive safety messages in an effort to mimic a real-world environment where people are exposed to multiple messages. The researchers also hypothesized that exposure to two persuasive messages would create higher positive shifts in intent among hesitant individuals, that is, a higher "dose" of messages (i.e., being exposed to more than one message) would be more effective in motivating vaccine uptake and recommending the vaccine to others than exposure to one message.

The study participants were randomly allocated into 14 experimental arms and exposed to one or two messages that promoted individuals to get their COVID-19 vaccination. Each experimental message was framed in a different way, for example, one message would address safety, while another would address side effects. The control message simply read "Get the COVID-19

vaccine. It's safe and effective!" Each participant was asked to read the messages. Outcome measures were assessed as intent to both take the vaccine and recommend it to healthy adults, the elderly, and people with pre-existing health conditions, before and after message exposure. Changes in intent were modelled and the average marginal effects were estimated based on changes in the predicted probability of responding with a positive intent for each of the four outcomes.⁹

At baseline, at least 80 per cent of participants said that they would recommend the COVID-19 vaccine to healthy adults (only 20 per cent were "hesitant"). None of the persuasive experimental messages improved vaccination intentions or improved recommendations to healthy or older individuals, with some showing signs of backfiring. The researchers stated that the negative results may have been due to the limited effect of providing brief textual messages that failed to capture the attention and sound convincing, or that addressing vaccine safety may not be the most appropriate angle for reaching a hesitant minority of individuals. Some messages did, however, lead to improving recommendations to people with pre-existing health conditions. The results also showed that vaccine recommendation intentions to others did not necessarily reflect on one's own intention



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to get vaccinated. The researchers suggested that delivering messages through more engaging media might have yielded better results.

Results from this study were used to inform COVID-19 messages as part of a larger healthy lifestyle campaign supported by the Malaysia Ministry of Health (MoH). A media buy plan was developed to create more awareness and reach of key messages through social media, Google Display Network, YouTube ads, TikTok, Telegram, and KOL activation from August 2022 to January 2023. The campaign included content related to raising awareness about leading a healthier lifestyle. The audience most interested in the MoH Google ads were in the 25–44 age group. Animated posts that reflected everyday scenarios, used casual, simple and comic messaging, and were in the local language (Malay), were relatable and the most engaging. Educational content performed best overall across all platforms, suggesting that the population is eager to learn and open to new information.



Key achievements

The campaign reached 951,344 individuals and engaged 10,731 across MoH social media and digital platforms.



Lessons learned

- 1** Despite safety being a reason for COVID-19 vaccine hesitancy among Malaysians, crafting messages that focus solely on this attribute did not significantly improve personal vaccination intent or vaccine recommendation, except for people with pre-existing health conditions.
- 2** Persuasive messages that emphasize safety should be used when promoting recommendations of novel health interventions to individuals with pre-existing health conditions, especially if the intervention is initially perceived as potentially harmful to them.
- 3** For emergency contexts, a more rapid study may be more appropriate to inform the development of campaigns. The experiment took about one year to be completed by which time Malaysia had achieved a 90 per cent vaccination rate. While some lessons could still be applied to inform the healthy lifestyle campaign, it was not directly related.

Campaign reached

951,344
INDIVIDUALS

10,731

engaged across MoH social media and digital platforms



Recommendations

- 1 Conduct more in-depth qualitative research based on theoretical frameworks to gain a firmer understanding on how persuasive messages affect individual perceptions about COVID-19 vaccination.
- 2 Conduct more research to understand the science behind individuals recommending healthcare interventions to others.
- 3 Include more educational and “light-hearted” lifestyle content in campaigns to engage the intended audiences.

Endnotes

- 1 Lee K.W., Gew L.T., Siau C.S., Peh S.C., Chia Y.C., Yacob S., Chan N.N., Seow V.K., Ooi P.B., 'COVID-19 vaccine hesitancy and its associated factors in Malaysia', *PLoS One*, vol. 17, no. 9, September 2022.
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- 6 Zahiid S.J., 'Health Ministry survey shows a third of Malaysians still fear, doubt Covid-19 vaccine', Malay Mail, 2020, www.malaymail.com/news/malaysia/2020/12/31/health-ministry-survey-shows-a-third-of-malaysians-still-fear-doubt-covid-1/1936319.
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- 9 Ibid.

UNICEF China Motivates Children to Change Their Food Habits

Key social and behaviour change (SBC) strategies, achievements, and lessons learned

Brief summary



Dates of Activity
May to June 2022



Duration
One month



Budget
US\$582,000

During National Nutrition Week in May 2022, UNICEF China launched a month-long #KnowYourFood campaign. A mock convenience store was unveiled in Chengdu, Enshi, and Weiha cities. The mock store was created to simulate the retail food environment that children are experiencing every day. Instead of selling snacks and drinks, the store provides "shoppers" with nutritional information about the food and beverage items. These stores offered a creative approach to helping children and parents become informed consumers and make

healthier choices about what they eat and drink. School-based nutrition sessions for children, adolescents, and parents were also conducted during the month-long campaign. The aim of the campaign was to empower children and young people to make informed, healthy choices about their diet through improved nutrition literacy. An assessment following the campaign showed that 81 per cent learned new information from the campaign, including the importance of eating more vegetables, getting more exercise, and getting enough sleep.

Context

Child overweight and obesity rates in China have increased rapidly in the past decades. In 2020, about 10 per cent of children below the age of six years had an overweight or obesity problem. The prevalence of overweight and obesity among children aged 6–17, reached 19 per cent in 2020.¹ The increase in overweight and obesity is being driven by a changing food environment with readily available cheap, ultra-processed food and sugar-sweetened beverages,

combined with aggressive marketing that targets children and young people. Convenience stores near schools or in communities expose children to foods high in fat, sugar, and salt. Without action, the threat of childhood obesity could have severe short-term and long-term consequences for children's psychological development, as well as increasing the risks of obesity and associated health problems in adulthood.



Strategic approach

To help children and young people understand the potential health hazards of ultra-processed snacks, UNICEF China launched the #KnowYourFood edutainment campaign. The centerpiece of the campaign was a pop-up convenience store filled with mock-ups of the most popular pre-packaged foods that children and young adults typically purchase (e.g., potato chips, puff foods, and sugar-filled drinks). Unlike a regular store, the pop-up store did not sell snacks and drinks; instead, it offered “customers” information on the ingredients and potential health impacts of the snacks and drinks.

Large cartoons made the mock store youth friendly. Easy-to-understand food labels showed the added sugars, salt, and fat contents of each item. Interactive features, for example, a self-checkout scanner machine, allowed children to scan an item and receive a printed “receipt” with nutrition information that they could use as a bookmark. During their visit to the pop-up store, children participated in various interactive games to gain nutrition literacy through fun and play (e.g., solving puzzles). At the end of the tour, children waved to the exit camera with their special takeaways

from the store in hand (e.g., puzzles in the shape of a pack of potato chips), and more importantly, knowledge to make healthier food choices.

The campaign included a digital presence across six popular social media platforms (Weibo, WeChat, Douyin, Kuaishou, Bilibili, Xinhua), with a virtual 3D version of the convenience store, short videos, and games. UNICEF China published 201 social media posts related to the campaign. In collaboration with the Kwai short video platform, the #KnowYourFood campaign also featured interactive experiments to create an immersive learning experience for children so that they can understand the science behind food. Dr. David Evans, a chemistry professor from the Beijing University of Chemical Technology and video blogger on Kwai, joined UNICEF to produce science experiment videos to explore the ingredients of some of the most popular snacks and sugar-sweetened drinks (known as “Dr. Dai’s Lab”). Popular sports figures and influencers with the China Athletics Association also helped amplify the messages of the campaign and shared with children and young people the importance of nutrition literacy for their health.



To further expand the reach of the campaign, and to encourage children to make changes, UNICEF worked with nutrition and education experts to develop teaching materials to promote healthy diets for primary and secondary school students. The "nutrition sessions" were offered to students, parents and caregivers, so that students and their families can change their consumption behaviours and improve students' diets and nutrition. Children were encouraged to take a one-week nutrition challenge and given a worksheet to record the foods that they consumed in one week. The sessions were implemented in 10,516 primary schools and 6,426 middle schools in 30 provinces/regions.

UNICEF China supported an assessment of activities to determine the impact of the mock convenience stores, social media engagements, and school-based nutrition sessions. The

RE-AIM model was used as a guide for the assessment that asked about the Reach, Effectiveness, Adoption, Implementation, and Maintenance of the activities and behaviour changes. Data was collected by tracking online social media page views and interactions, and using an online survey posted on the campaign home page that collected 3,825 responses from 32 provinces/regions. Students and parents attending nutrition sessions were asked to complete questionnaires after the sessions and again seven days later. Questionnaires were completed by 2,830 students and 2,599 parents after the nutrition sessions. Focus group discussions were conducted with selected students and their parents that had attended nutrition sessions to gain a deeper understanding of how the nutrition sessions influenced their food-related behaviours and choices.





Key achievements

- The most popular social media activity of the #KnowYourFood campaign was "Dr. Dai's Lab," with more than 77 million views.
- The #KnowYourFood campaign that spread across five social media platforms yielded at least 291,000 interactions (e.g., likes, forwards, favorites, reviews). More than 3,500 user reviews were published, 97 per cent of which were positive.
- Eighty-one per cent of the online survey respondents said that they learned new information from the campaign (91 per cent learned that they should be eating more vegetables, 89 per cent learned they should get more exercise, and 87 per cent learned they should be getting enough sleep);
- At least 95 per cent of the online survey respondents said that they were willing to share information about the campaign with others.
- The school-based nutrition sessions reached 13 million children and adolescents and six million parents. Almost all students (93 per cent), parents (92 per cent), and teachers (97 per cent) found the sessions useful, educational, and inspiring. At least 66 of children were able to complete the one-week nutrition campaign challenge.
- Seven days after the school-based nutrition sessions, a questionnaire completed by 3,189 students on their health behaviours during the past week showed that 78 per cent of students improved their sleep habits, 77 per cent exercised more, and 68 per cent reduced their consumption of sugar-sweetened beverages. The questionnaire also found that students who had rated the nutrition sessions as very inspiring and instructive, were more likely to report positive behaviour changes seven days later.

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OF STUDENTS

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Lessons learned & Recommendations

- 1 The food and beverage industries have an oversized presence in Chinese mass and online media – large potential for conflict of interest.
- 2 Partnering with government to amplify the campaign, using “National Nutrition Week”, was good, but technocrats are fearful of taking on business.
- 3 Advocacy campaigns aligned with activities on the ground are hard to coordinate, but they can help us to amplify impact.
- 4 Campaigns need to be sustained; building on assets and ideas.

Endnotes

- 1 UNICEF China Country Office, ‘#KnowYourFood, Empowering children and young people to make healthier food choices’, <<https://www.unicef.cn/en/know-your-food>>



UNICEF Myanmar Creates Interactive Accountability to Affected Populations Dashboard to Improve Programme Interventions

Key social and behaviour change (SBC) strategies,
achievements, and lessons learned

Brief summary



Dates of Activity
April 2021 to present



Duration
Ongoing



Budget
US\$400,000

UNICEF Myanmar's Social and Behaviour Change (SBC) Unit launched an interactive [Accountability to Affected Populations \(AAP\) dashboard](#) to facilitate the consolidation of feedback and inputs regularly collected from community members by UNICEF field offices (FOs) and implementing partners (IPs) through

community feedback mechanisms and as part of their field monitoring and outreach activities. The aim of the dashboard is to provide programme planners with user-friendly disaggregated data to inform and strengthen programme activities. The dashboard is powered by Microsoft's Power Business Intelligence (BI) reporting software.

Context

Prior to 2021, there was no systematic approach or strategy to implement AAP in UNICEF Myanmar, despite some initiatives at the sectoral level. In 2021, an AAP indicator was integrated into the Humanitarian Action for Children (HAC) and the responsibility for reporting on AAP was assigned to the SBC unit. This task was followed by institutionalizing community feedback mechanisms and systematizing the process for collecting feedback from communities through UNICEF's IPs. The main impetus for developing the dashboard was the need to collate and analyse information being received from implementing partners from various states and regions.



Strategic approach

To design the AAP dashboard, UNICEF Myanmar conducted consultations with field office (FO) staff and implementing partners (IPs) to determine the types of data that would be most useful for informing their programme activities. In April 2021, UNICEF FO and IP staff began amassing monitoring and outreach feedback and inputs through activities such as focus group discussions, satisfaction surveys, individual interviews, post distribution monitoring, and group meetings, as well as through dedicated suggestion boxes and hotlines. The feedback was (and continues to be) recorded by IPs in a Microsoft Excel template, converted into an online data collection application on Kobo Connect, and uploaded automatically when a device (e.g., smart phone) is connected. Of particular importance is the feature that Kobo Connect does not require constant internet access, which ensures that field workers in conflict zones and areas with limited or no internet access can submit their data without delay. Further, this process ensures that data can

be uploaded from any location even if it is remote. The UNICEF Myanmar SBC Unit has access to the data once it is uploaded on Kobo Connect.

The data on the AAP dashboard can be disaggregated by sector (e.g., Education, WASH, Child Protection), age, gender, and location of respondents. Users of the dashboard can also see the modality used for collecting community feedback (e.g., field visit report, suggestion box, phone call, etc.). The feedback is analysed by the UNICEF Myanmar SBC Unit on a quarterly basis and is communicated to the programme sections who, in turn, use the same to refine sector-specific priorities and activities.

The AAP dashboard has three sections:

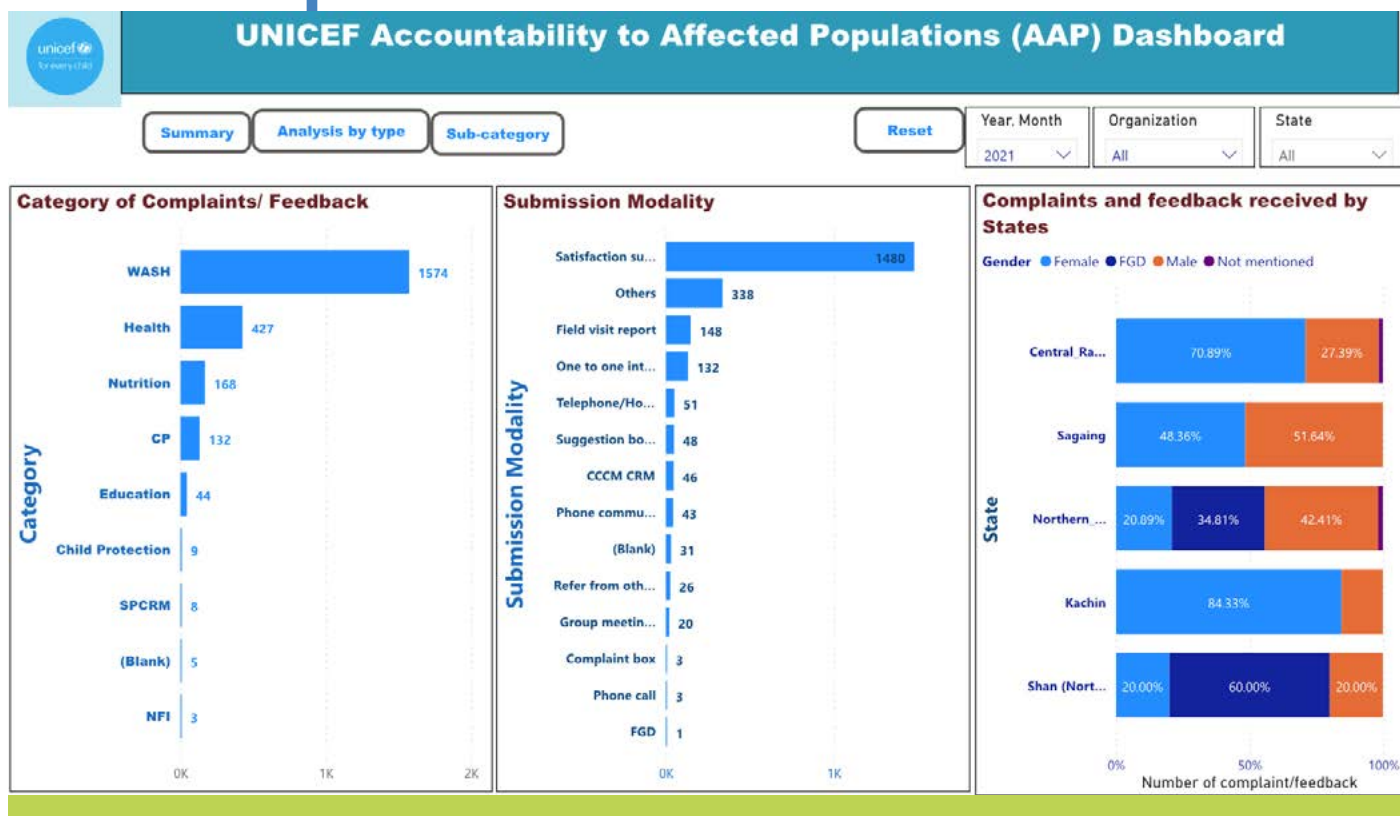
- **Summary section:** The first section of the dashboard provides an overview of the number of feedback inputs received per month, their status with respect to action

taken, and an age, gender and location (e.g., village, IDP camp) disaggregated status of feedback received. For example, between January and September 2022, 3,290 submissions were received, of which 61 per cent were from females and 61 per cent were from individuals 19–34 years old; 45 per cent of the submissions were from the new displacement sites, and the maximum number of submissions were from the Central Rakhine area (2,116).

- **Disaggregated data:** The second section presents data disaggregated by sector, submission modality, and location (and gender at each location). The analysis of the submissions for January to September 2022, for example, showed that the majority of submissions were related to WASH (1,761) followed by health (833), education (310) and nutrition (214). Most of the feedback came from satisfaction surveys conducted by IPs.
- **Analysis of services/interventions:** This section presents comments from affected populations about the services/interventions provided to them through UNICEF and IPs.

A 19-member AAP Taskforce was established by the UNICEF Myanmar country office to ensure that the dashboard feedback and inputs received from the affected persons were used to inform programme activities. The Taskforce members are designated focal persons from UNICEF programme sections, monitoring and evaluation section, and FOs. The UNICEF Myanmar SBC Unit also conducts regular orientation and/or training sessions on AAP for programme sections, FOs and IPs.

In May 2023, UNICEF Myanmar launched an e-course on AAP in the local language on the Talent Learning Management Server (LMS) platform. The course consists of five modules: (i) Introduction to Accountability to Affected Populations, (ii) Integrating AAP in our Work, (iii) Strengthening AAP in the Programme Cycle, (iv) AAP in Action, and (v) Partnership and Collaboration. It is designed for self-paced learning and includes interactive elements such as videos, exercises, and quizzes. A certificate of completion is provided upon finishing all modules and final quizzes. This course is currently open to UNICEF partners, including frontline workers and volunteers, as well as civil society organizations (CSOs) and community-based organizations (CBOs).





Key achievements

- The AAP dashboard has enabled systematic and regular collation and analysis of feedback received from affected populations and has enabled recording feedback from the most marginalized populations residing in remote locations.
- Under this initiative, community feedback mechanisms have been institutionalized in partner organizations where there previously were none, and strengthened in organizations where they were not so robust.
- The dashboard has made it easier for the SBC unit to inform/ advocate with UNICEF programme sections and management for speedy response and redressal as well as any course corrections required.
- The dashboard has been used an advocacy tool within UNICEF, its IPs and other stakeholders.



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A 19-member AAP Taskforce

was established

Community feedback mechanisms have been institutionalized in partner organizations

The course includes interactive elements such as videos, exercises, and quizzes



Lessons learned

- 1 Convincing implementing partners to adopt AAP indicators requires advocacy and time, especially when the innovation (in this case AAP indicators) were new and previously not a part of programme documents. Partners working on protection issues find it difficult to report on AAP due to the sensitive nature of the interventions such as case management of child issues.
- 2 Even though the AAP dashboard is useful and powerful, awareness and capacity building of UNICEF staff as well as partners on AAP needs to be undertaken on a regular basis to ensure that AAP is mainstreamed.



Recommendations

- 1 Institutionalize a mechanism for online submission of community feedback in real time.
- 2 Train and build capacity among stakeholders, including internal stakeholders (UNICEF staff and FOs), Implementing Partners (staff, community workers and volunteers).
- 3 Conduct regular consultations with all stakeholders at every phase of dashboard development to ensure regular reporting is received from partners, endorsed, and supported by different sectors.
- 4 Establishing a mechanism for tracking actions taken or changes made in programmatic activities as a response to the feedback received will go a long way in closing the accountability loop.



UNICEF Fiji Improves Parent Engagement for Children's Return to School after COVID-19

Key social and behaviour change (SBC) strategies, achievements, and lessons learned

Brief summary



Dates of Activity

August 2016
to December 2020



Duration

3.5 years



Budget

US\$2.5 million

UNICEF Fiji supported the Fiji Ministry of Education, Heritage and Arts to engage parents, teachers, and heads of schools to address concerns around school safety in the context of the COVID-19 pandemic. Between November 2021 and February 2022, a social listening system and a *RapidPro* survey (disseminated via an SMS blast to the general public) were used to understand parents' perceptions of the return to school once COVID-19 restrictions were lifted, and their level of confidence with school COVID-19 safety measures. UNICEF Fiji leveraged its various partnerships through the Risk Communication and Community Engagement (RCCE) coordination mechanism established for the pandemic response, to ensure that parents received correct information about the safety of

returning to school. A chatbot was developed to provide parents with answers to frequently asked questions about school COVID-19 safety measures. Communication materials were developed to emphasize the importance of in-person learning and generate excitement among parents/caregivers and children about the return to school; the materials provided information about school reopening guidelines, COVID-19 standard operating procedures in schools, and reminders and nudges to reinforce COVID-19 prevention behaviours, hygiene practices, and safety protocols for parents, students and teachers in the school environment. As a result of these combined efforts, parents and children were well-informed and prepared for the transition back to in-person learning.

Context

The Pacific island nation of Fiji is accustomed to emergencies in the form of natural disasters (e.g., cyclones, droughts, and earthquakes). The COVID-19 pandemic, however, presented a new type of emergency. Following the first case of COVID-19 in March 2020, the Government of Fiji closed its borders and implemented strict public health measures, including the closure of all 1,778 schools across its 332 islands, disrupting

the education of more than 230,000 students. Since the start of the pandemic, education had been disrupted for nearly 1.6 years. In November 2021, Fiji staggered the reopening of all schools (with older children returning first) and issued comprehensive guidance on the safe operation of schools. By February 2022, all students were back in school.

Strategic approach

In May 2021, UNICEF worked alongside the Ministry of Health to develop a social listening system as part of the COVID-19 RCCE working group. Between November 2021 and February 2022, this system was used to understand parents' perceptions of the return to school once COVID-19 restrictions were lifted, and their level of confidence with school COVID-19 safety measures. The UNICEF-supported AI platform, *Talkwalker*, was used to monitor conversational data on social media about people's perceptions of the safety of returning to school. The listening activity also included feedback received from Vibe parent groups.¹ UNICEF disseminated a *RapidPro* survey via SMS blast to the general public, to which 8,780 parents with school aged children and 860 students responded. The UNICEF Social and Behaviour Change (SBC), Education, and Communications team visited schools to better understand and document school readiness with regard to COVID-19 safety measures.

Insights from social listening and rapid survey activities allowed SBC specialists in Fiji to better understand parents' perceptions and concerns about the return to school and the specific



information gaps and needs of parents to assure them that it was safe for their children to return to school. The findings were used to develop communication materials including social media tiles, TV spots and radio ads to disseminate and amplify key messages about the safe return to in-person learning, and generate excitement among children, parents, and communities, while at the same time providing reassurance on COVID-19 safety measures.² Materials were developed for (1) students (e.g., posters, stickers and cards) to take home and use as a checklist for safety measures; (2) parents (e.g., booklets and flyers) with correct information on COVID-19; tips on how to communicate with their children about COVID-19 and ensure a supportive environment at home to prepare children for their return to school, and specifics about school reopening guidelines; (3) heads of schools, teachers and school staff (e.g., a user-friendly version of the Fiji School Reopening Guidelines and COVID-19 standard operating procedures, videos); and (4) reminders, checklists, and nudges to reinforce COVID-19 prevention behaviours, hygiene practices and safety protocols for students

and teachers in the school environment. Trust building and reassurance was further augmented by inviting parents to schools to see first-hand the safety measures that had been put into place, express any concerns, and ask questions. Parents that did not attend in-person sessions at schools could watch UNICEF-made videos that highlighted the safety measures being taken in schools posted on social media sites.

UNICEF created 'Guidance Notes' for schools to explain, for example, where to place posters and nudges, and that brochures should be sent home to parents with each student. In collaboration with the Ministry of Education, UNICEF engaged parents, teachers and heads of schools in dialogues and orientation sessions to reassure them about the safety of children returning to school. A chatbot was created to answer frequently asked questions about school re-openings. A link to the chatbot was provided on the Ministry of Education and Ministry of Health Facebook pages, and on other relevant official platforms.



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Key achievements

- As a result of these combined efforts, all schools were reopened by February 2022 as planned.
- Parents and children were well-informed and prepared for the transition back to in-person learning.
- Most children were back in school within a few weeks of opening.
- There were no outbreaks or increases in transmission of COVID in school settings

8,780 PARENTS WITH SCHOOL AGED CHILDREN

responded to the RapidPro survey via SMS blast to the general public

860 STUDENTS

responded to the RapidPro survey

All schools

were reopened by February 2022 as planned



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Lessons learned

- 1** Using a multi-sectoral approach early on in an emergency situation was critical to successfully mobilize UN agencies, government, and non-government partners to collaborate and pool resources and ensure that the school reopening process went smoothly.
- 2** Using social listening and rapid research played a critical role in generating data that could be translated into SBC interventions that responded to the intended population's needs.
- 3** Engaging parents in dialogues to understand their specific concerns helped to assuage their fears and provided information that helped to guide the social and behaviour change (SBC) messaging and approaches.
- 4** Creating a chatbot to respond to queries during an emergency is an efficient way to disseminate correct information in response to frequently asked questions.



Recommendations

- 1** Use existing coordination mechanisms to avoid creating parallel structures.
- 2** Continued coordination is key to ensuring the best use of resources and harmonious communications from the grassroots to the national level.
- 3** Continue to use social listening data to remain abreast of what people are thinking and feeling in real time, and to course correct the interventions that are in play.
- 4** Utilise Human Centred Design approaches to ensure people are at the centre of designing interventions that are relevant and appropriate to their needs.
- 5** Open and transparent communication is key to trust building and reassurance.

Endnotes

- 1 Viber is a free cross-platform voiceover IP and instant messaging system.
- 2 Sagan S, 'Engaging parents in the return to school', 2023.

UNICEF Timor-Leste Improves Developmental Outcomes for Disadvantaged Youth

Key social and behaviour change (SBC)
strategies, achievements, and lessons
learned

Brief summary



Dates of Activity
2014 to 2020



Duration
Six years



Budget
Not available

UNICEF Timor-Leste's *Hametin Familia* (Strengthening Families) parenting programme was comprised of a non-targeted national-level multi-media campaign, targeted parenting programme sessions at the community level, and at least two follow-up home visits and support with high-risk families in addition to case management support. The aim of the programme was to empower parents and caregivers and promote positive practices to improve developmental outcomes for children and youth from disadvantaged communities in Timor-Leste.

The entry point for parent education support for vulnerable households was the Ministry of Social Solidarity's *Bolsa da Mãe* (Mother's Purse) conditional cash transfer programme. An endline assessment of the *Hametin Familia* programme showed that the parenting programme activities contributed to significant, positive changes in parents' knowledge, attitudes, and practices (KAP) between pilot areas and control areas, as well as positive shifts in parents' KAP between the baseline study and the endline study.

Context

Timor-Leste regained its independence as a country in 2002, making it one of the world's youngest countries. By 2020, its population had increased by more than one-third, to about 1.3 million inhabitants, with children 0–17 years making up 42 per cent of the Timorese population. At the time that the *Hametin Familia* parenting programme launched its first phase in 2014, Timor-Leste faced numerous challenges in early childhood care and basic education, especially in non-urban areas. School infrastructure and facilities were poor, teaching materials were limited, and the quality of teaching was low.¹ There were about 275,000 children between the ages of zero and eight years in the country. These years in a child's life are most critical for physical, social and cognitive development. In 2015, only 14 per cent of Timorese children were enrolled in pre-school, much lower than the 50 per cent targeted in the Timor-Leste National Education Strategic Plan 2011–2030. The highest school drop-out rates occurred in grades one and two, and at least 70 per cent of students could not read at all by the end of the first grade.² Following the Timor-Leste

Government's commitment to improving young child development, the pre-school enrollment reached 24 per cent by 2019.

Hametin Familia was a government programme co-developed by the Ministry of Social Solidarity and Inclusion (MSSI), UNICEF Timor-Leste, and the NGO Ba Futuru, and launched in 2014. Inputs from, and consultation with, groups of individual stakeholders within government, and with development partners, INGOs and NGOs, stakeholders at the community level (e.g., village council members/community chiefs, small-village chiefs, women's representatives, teachers and traditional leaders) and parents provided the foundation for the programme. The rationale underlying the programme structure was derived from international research suggesting that positive and long-term impact on behaviours and practices within high-risk families requires extended contact time, and messages presented more than once and in more than one way.

The *Bolsa da Mãe*, 'Mother's Purse', conditional cash transfer programme was the entry point to the *Hametin Familia* parenting programme for parents in vulnerable households. The Bolsa da Mãe programme targets poor and vulnerable households with children. The objectives of the programme are to help reduce poverty, promote attendance of nine years of compulsory basic education, and increase utilization of primary health care services. In order for households to receive programme benefits, they must comply with soft conditions related to education and health. In 2014, the programme provided a cash transfer in the amount of US\$5 per child per month (for up to three children) to 55,488 vulnerable households. By 2022, parents and caregivers received US\$20 per month for children, with an additional US\$10 for a child with a disability.³



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Strategic approach

The Hametin Família programme launched its first phase in 2014 and concluded its activities in 2019. The overall goal of the programme was to empower parents and caregivers and promote positive practices among them as the way to improve developmental outcomes for disadvantaged children in Timor-Leste.

The specific objectives were to (1) improve the knowledge, attitudes and practices of parents and other primary caregivers with regard to general positive parenting, early stimulation, child protection, alternative discipline, education, nutrition, hygiene and sanitation, health, birth registration and adolescent issues; and (2) foster the development of children, adolescents and young people up to the age of 18 through their parents' and caregivers' participation in the programme. The programme partners included UNICEF, Ba Futuru, Ministry of Health, Ministry of

Education, Ministry of Justice, Secretariat of State for Youth and Sports, and the Secretariat of State for Communications.

The first phase of *Hametin Família* began in 2014, with research that mapped existing parenting programmes, the needs of caregivers, and a partnership/stakeholder analysis. This research was used to identify the framework for the programme's caregiver education and support components. The second phase was conducted from 2015 to 2016. Findings from a baseline Knowledge, Attitudes and Practices (KAP) study were used to inform the design and delivery mechanism of the Hametin Família parenting programme, including the development of the parenting education curriculum, youth theater guides, and media campaign. The design of Hametin Família programme followed social and behaviour change (SBC) principles, for example,



ensuring consistent and repeated messaging across mediated and interpersonal channels; using two-way (dialogic) communication with community stakeholders; and contextualizing messages so that they are culturally and locally relevant.

Between 2017 and 2020, the programme was piloted in two administrative posts (Railaco and Uatucarbau) in two municipalities, Ermera and Viqueque. The aim was to reach all 87 sucos in these two targeted municipalities.⁴ The programme was comprised of a non-targeted national-level multi-media campaign, targeted parenting programme sessions at the community level, and at least two follow-up home visits and intense support through case management when needed.

At the national level, a multi-episode radio drama and spot ads were broadcast twice per week with key messages about parenting and child development. The radio drama messages were repeated in materials (e.g., books, posters, banners) for parents. A youth theater company performed plays that amplified the key messages in community spaces every three months.

At the community level, ten parenting skills-building meetings were held (about one per month), facilitated by community members that were locally nominated. The topics for the sessions included general parenting, nutrition, hygiene, and child protection. These meetings were supported by a Family Support Team consisting of 5–10 local leaders and key influencer from the community. Peer support among parents grew organically out of the parenting sessions.

At the small-village (*aldeia*) level, members of the Family Support Team carried out home visits for vulnerable households (i.e., families with children with disabilities, teen parents, and others identified as needing additional support). Parents that were able to attend parenting sessions were encouraged to share their learnings in peer support group meetings. Between 2018 and 2020, a Father's Network was established in

Ermera municipality to enable fathers to share their positive practices with other parents through community dialogues and parenting session.

At the municipal level, the Child Protection Officer of the MSSI was responsible for coordinating the implementation of activities at the village level; they were responsible for writing monitoring reports and distributing programme materials throughout each municipality. At the administrative post level (between the municipal and village levels), MSSI staff and a trainer-mentor worked together to support the Family Support Team at the village level. In 2016, the Hametin Família programme formed a partnership with the community-based Alternative Preschool program, a UNICEF-supported initiative launched by the Ministry of Education in collaboration with local NGOs. The aim of the partnership was to boost the impact of the Hametin Família programme through improved linkages between adult education, early childhood development and child protection.

A mixed-methods endline study of the Hametin Família programme was conducted in 2020 to assess current understandings of parents' knowledge, attitudes, and practices (KAP) related to parenting in Timor-Leste, and identify areas in which the Hametin Família programme had a positive effect on them. The study compared families that received the Hametin Família interventions with a control group that were not exposed to the Hametin Família activities.⁵





Key achievements

The results of *Hametin Família* endline study suggested that the parenting programme activities contributed to significant, positive changes in parents' KAP between pilot areas and control areas, as well as positive shifts in parents' KAP between the 2015 baseline study and the endline study. Most notably:

- Overall, 91 per cent of respondents who participated in parenting programme activities were either satisfied or very satisfied with the community sessions; 91 per cent were satisfied or very satisfied with the home visits; 85 per cent were satisfied or very satisfied with the radio programme; and 88 per cent were satisfied or very satisfied with the fathers' network.
- There were large shifts in parents' perceptions of the value of early stimulation for children.
- There was an increase in the number of parents that have a child enrolled in school.
- There was an increase in the number of parents that help their children with homework.
- There was a strong sense of ownership by the government through the MSSJ which coordinated the various stakeholders in the design of the activities and implementation and allocating the state budget to expand the implementation.



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91%

were satisfied or very satisfied with the home visits

85%

were satisfied or very satisfied with the radio programme

88%

were satisfied or very satisfied with the fathers' network



Lessons learned

- 1** **Involve the government/ministries as partners from the outset of programme design.** The MSSI was involved in all stages of programme planning, including the initial parenting capacity assessment, baseline survey, and later with the implementation, monitoring, reporting and evaluation process, as well as the coordination of stakeholder.
- 2** **Building government capacity to design and implement programmes can lead to programme sustainability.** In 2023, the MSSI used its own funds and resources to replicate the parenting programme in other municipalities.



Recommendations

- 1** Continue to invest in fathers' networks as a way to improve fathers' participation in child rearing.
- 2** Create additional programme events (e.g., community sessions, household sessions, and theatre sessions), to reach as many areas of the country as possible.
- 3** Provide more structural and economic support for children with disabilities to improve access to schools, teachers, and learning materials.
- 4** Demonstrate different early learning games and provide more information on the reasons to engage children in early stimulation.
- 5** Teach parents to use locally available materials to teach their children.
- 6** A scaled-up *Hametin Familia* programme should carefully consider the role of radio and build radio programmes that support other aspects of the programme. Other media, particularly television, may have a role to play in the parenting programme, since a much larger percentage of people report that they watch TV than other media.



Endnotes

- 1 United Nations Educational, Scientific and Cultural Organization, 'Review of Hametin Familia, Timor-Leste', UNESCO, 10 July 2018, <<https://uil.unesco.org/case-study/effective-practices-database-litbase-0/hametin-familia-timor-leste>>.
- 2 United Nations Children's Fund, End of Project Review UNICEF/H & M Foundation 'Alternative Pre-Schools and Parenting Education Project' an Independent Review Commissioned by UNICEF Timor-Leste, UNICEF, 2017, <www.unicef.org/timorleste/media/2651/file/UNICEF_HM_Alt_Preschool_and_Parenting_Education_review_-_final_July_26.pdf>.
- 3 Partnerships for Social Protection, Review of Investing in Timor-Leste's Children through the Bolsa de Mae - Jerasaun Foun Cash Transfer Program, P4sp, <https://p4sp.org/documents/3/P4SP_Poster_Series_-_Timor_Leste.pdf?download=True>.
- 4 Sucos are villages. There are 442 sucos in Timor-Leste.
- 5 UNICEF Timor-Leste, 'KAP Endline Survey: Parenting Programme to Improve Developmental Outcomes for Disadvantaged Children and Adolescents in Timor-Leste', 2021, <www.unicef.org/timorleste/reports/kap-endline-survey>.



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UNICEF Pacific Supports Micronesia Red Cross Society Youth in the Fight Against COVID-19 in the Federated States of Micronesia

Key social and behaviour change (SBC) strategies, achievements, and lessons learned

Brief summary

UNICEF Pacific Social and Behaviour Change (SBC) Team trained more than 400 Micronesia Red Cross Society (MRCS) youth volunteers on COVID-19 Risk Communication and Community Engagement (RCCE). The aim of this intervention was to resource young people to become risk communicators and community mobilizers to reach isolated island communities with correct information about COVID-19, how to prevent being infected, and to motivate uptake of the

COVID-19 vaccine. The trained MRCS youth volunteers, together with trained health workers, implemented a COVID-19 sensitization campaign across four island states (Pohnpei, Chuuk, Yap, Kosrae), consisting of about 607 islands with a combined area of 702 square kilometres. In Pohnpei alone, youth volunteers engaged more than 20,000 people from 3,000 households in dialogues on COVID-19 preventive behaviours as well as the importance of vaccination.



Context

The first cases of COVID-19 in the Federated States of Micronesia (FSM) were reported in July 2022, more than two years after the declaration of the pandemic in March 2020. Prior to February 2022, FSM maintained a strict border control regime, with only essential supplies and goods being allowed into FSM. In this low-prevalence context, where most people did not perceive COVID-19 as an immediate threat, the FSM population questioned why they should get vaccinated or boosted against COVID-19. The

FSM COVID-19 RCCE strategy was largely focused on preventing a potential COVID-19 outbreak by getting the most-at-risk individuals vaccinated and boosted so that they would be protected when the borders eventually opened, and the likelihood of community transmission increased. The strategy also focused on getting the general population to understand the importance of being vaccinated against COVID-19 so that life could return to normal as soon as possible.



Strategic approach

The UNICEF Pacific SBC team implemented a multi-pronged strategic approach to COVID-19 prevention, including youth volunteer training; house-to-house COVID-19 awareness raising visits with distribution of supplies; mobilization of communities to develop their own COVID-19 response action plans; and data collection and research. Workshops were conducted to train 400 hundred Micronesia Red Cross Society (MRCS) youth volunteers and public health personnel on RCCE for COVID-19. The aim was to equip the volunteers with relevant and correct information about COVID-19, including how to recognize the signs and symptoms, modes of transmission, and preventive behaviours, including vaccination. The training addressed interpersonal communication skills and SBC methods for conducting effective community engagement and dialogues to empower and motivate individuals to practice prevention and get vaccinated. A field-level mentorship component was included in the training; the UNICEF SBC team supervised and supported

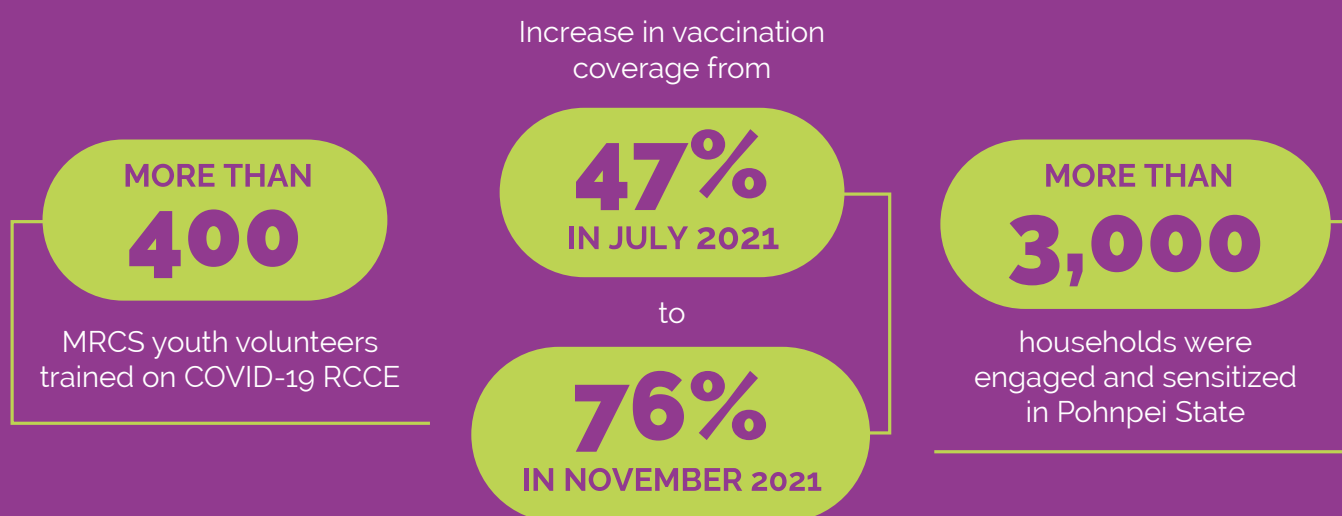
the trainees on conducting effective dialogues in communities. Youth volunteers were also trained on data collection with a mobile application. They collected social-level data (e.g., perceptions on COVID-19 and routine vaccines; willingness to accept the vaccines if offered; awareness about COVID-19; preferred channels for receiving information; and access to hygiene supplies) that the government used for COVID-19 preparedness and response planning.

The community- and household- level sensitization campaign focused on educating adults and children about COVID-19 preparedness, prevention, and control practices. The young volunteers conducted hygiene and hand-washing demonstration sessions, engaged community members in discussions about their risk perception, conducted community discussions aided by flipcharts and flyers, and helped communities develop COVID-19 action plans.



Key achievements

- UNICEF Pacific trained and supported more than 400 MRCS youth volunteers on COVID-19 RCCE.
- In Pohnpei State, the second most populated state, more than 3,000 households were engaged and sensitized, accounting for a reach of more than 20,000 people with about 8,000 children.
- The RCCE efforts resulted in a significant rise in demand for COVID-19 vaccines and contributed to an increase in vaccination coverage from 47 per cent in July 2021 to 76 per cent in November 2021.
- A long-term result among communities that participated in the RCCE initiative for COVID-19 has been better preparedness for future disease outbreaks, and a greater overall sense of resilience and adaptation.





Lessons learned & Recommendations

- 1 Community ownership can lead to changes in health practices.** The youth encouraged active participation from community members in the sensitization sessions, which helped foster community ownership and adoption of safe hygiene practices and behaviours.
- 2 Evidence generation through social data collection is critical to understanding the knowledge gaps, barriers and motivators related to the adoption of disease prevention practices.** The data collected by youth helped the Ministry of Health, UNICEF, MRCS, and other partners to understand community members' COVID-19-related knowledge, attitudes, intentions, and practices, and what would or would not motivate uptake of the vaccine. The data was also instrumental in making changes in health service delivery, for example, altering vaccination days or times to suit communities and/or population segments.
- 3 Teaching youth to collect data can give them valuable skills in social research** that are applicable to other areas of their lives, and to future outbreaks or pandemics.
- 4 Effective partnerships and joint coordination are essential for conducting health campaigns, especially in geographically challenging locations.** UNICEF Pacific's partnership with the local Red Cross combined UNICEF's expertise in SBC with MRCS's experience in emergency response, geographical reach, and large cadres of youth volunteers to achieve extended reach of critical messages.



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UNICEF Indonesia Supports Student-Led Bullying Prevention Programme

Key social and behaviour change (SBC)
strategies, achievements, and lessons learned

Brief summary

Roots Indonesia, a school-based bullying prevention programme, was introduced in South Sulawesi Province in 2017, to create child friendly, safe, and supportive learning environments. Adapted from the North American programme called Roots, this initiative aimed to improve peer relationships and reduce bullying and violence incidents among junior high school students in targeted schools. UNICEF supported the piloting of Roots in the South Sulawesi and Central

Java provinces and the national government to evaluate the programme and develop scale-up plans based on results. In 2018, more than 10,000 students were reached through government-led replications of the 2017 Roots Indonesia programme; 4,421 were reached in 2019. The Ministry of Women's Empowerment and Child Protection adapted a model like Roots Indonesia in seven additional provinces, training 280 students as agents of change in 2019.



Context

Three out of four children and adolescents that have experienced at least one type of violence in Indonesia reported that the perpetrators were their friends or peers. Overall, 41 per cent of students aged 15 years experienced bullying

at least a few times per month.¹ Humiliating language, physical fights and harassment from other students are the most common factors students mention when characterizing their schools as unsafe.



Strategic approach

Roots Indonesia, a school-based bullying prevention programme, was introduced in South Sulawesi Province in 2017 to create child friendly, safe, and supportive learning environments. Adapted from the North American programme called Roots, this initiative aimed to improve peer relationships and reduce bullying and violence incidents among junior high school students in targeted schools. Specifically, the programme aimed to establish a more positive school climate through the participatory development of an anti-bullying policy; change social norms regarding bullying; and increase awareness and understanding among teachers of how bullying affects their students, as well as their ability to deal with bullying incidents through positive discipline.

Through the Roots Indonesia programme, 30–40 students in each target school were trained as change agents. They were identified using social

network theory; this methodology guaranteed that the selected students would engage the entire student body. The change agents were taught to identify problems and initiate school anti-bullying activities. They participated in regular after-school sessions to identify problems in their schools and solutions to the problems. Students participated in every stage of the Roots programme, including design, implementation, monitoring, and evaluation. The change agents were supported by young facilitators from local children's organizations. The activities culminated in a school-wide declaration against bullying that was implemented with school staff input. The students created posters and dramas to communicate the school anti-bullying agreement.

Student-led anti bullying activities in school were implemented in collaboration with civil-society.



Key achievements

- UNICEF supported the piloting of Roots in South Sulawesi and Central Java provinces and supported provinces and the national government to evaluate the programme and to develop scale-up plans based on results.
- More than 10,000 students were reached in 2018 and 4,421 in 2019, through government-led replication of the bullying prevention model designed and piloted in 2017.
- The Ministry of Women's Empowerment and Child Protection adapted a model like Roots Indonesia in seven additional provinces, training 280 students as agents of change in 2019.



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MORE THAN
10,000

students were reached in 2018 and

4,421

in 2019

280

students trained as agents of change in 2019

30—40

students in each target school were trained as change agents



Lessons learned

- 1 Building strong relationships with school staff and engaging staff and principals from the initial phase of the programme is crucial for success.
- 2 It is critical to build school staff capacity on social network theory and peer nomination for the selection of the agents of change, as this is not a commonly used method for selecting students to lead activities in schools.



Recommendations

- 1 Adapt and scale-up the Roots Indonesia programme and either add or combine it with a programme that has a teacher training component to strengthen teachers' knowledge and self-efficacy on positive discipline.

Endnotes

- 1 Nationally representative data on bullying in Indonesian schools from PISA (Programme for International Student Assessment) 2018.



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UNICEF Indonesia Provides WASH Support for Safely Reopening Schools Following COVID-19 Closures

Key social and behaviour change (SBC)
strategies, achievements, and lessons learned

Brief summary

UNICEF Indonesia supported six provincial governments in their preparation for primary and secondary school re-opening in both rural and urban areas following ten months of closure due to COVID-19.¹ The criteria for reopening schools in January 2021 was that the schools could ensure the provision of minimum WASH services, including access to running water, functional handwashing stations with soap and clean toilets. UNICEF Indonesia supported the development of a WASH gaps assessment tool, technical and advocacy webinar-based workshops, and

guidance documents. At the provincial, district and local levels, authorities reported that the UNICEF WASH gaps assessment and costing tool helped them understand the magnitude and scale of the problem, and the urgent need to improve WASH facilities in schools in order to prepare for the re-openings. The high-level advocacy workshops were successful in building buy-in from the highest level of stakeholders in each province and district, and were critical in triggering concrete actions at more local levels.

Context

In July 2020, the Government of Indonesia released a Joint Decree signed by four Ministries mandating the availability of clean toilets, handwashing facilities with running water and soap or sanitizers, and disinfection services as a minimum requirement for healthy and safe reopening of primary and secondary schools in the aftermath of closures due to the COVID-19 pandemic. Following the release of this decree, Safe Schools Protocols were developed as part of the broader country COVID-19 response strategy to establish the minimum standards for ensuring children's safety in schools.

A key challenge to providing appropriate support to the provincial government in Indonesia was that the WASH in Schools (WinS) data available on the National Information Management System did not always reflect the situation on the ground. There were inconsistencies and errors during data collection and data entry, and a lack of timely monitoring of infrastructure. These information gaps affected the ability of local governments to make informed decisions about WASH in schools.

Strategic approach

UNICEF Indonesia provided advocacy and technical support to provincial and district governments, and NGO implementing partners, for the safe re-opening of schools by:

- Setting up a round of initial workshops with the heads of Provincial and District Education offices to identify existing barriers and leverage systems to meet the WASH standards for safe reopening of schools. In these meetings, the lack of data on the financial resources required to cover existing gaps in school-based WASH facilities and services emerged as a key issue, which led the UNICEF team to develop a WASH data analysis and costing tool to help local governments with calculating their financial resources needs and enable evidence-based decision-making.
- Organizing webinar-based high-level advocacy workshops in all the six UNICEF-focused provinces that had a significant number of schools set to reopen in January 2021. The objectives of the workshops were to (1) present the WASH data analysis and costing tool and promoting the use of evidence-based decision-making processes; and (2) influence and support decision-makers in the Provincial Education Offices and District Education Offices to prioritise available funds and mobilize new funds for improving WASH facilities in schools. The content of the advocacy meetings was developed in consultation with the Provincial Education Offices and the heads of provincial offices were leading and moderating each workshop. UNICEF Indonesia provided decision-makers and key stakeholders with evidence and information on needs and funding gaps in their respective areas to enable informed decision-making about investment priorities, infrastructures' needs and partnerships' opportunities.
- Providing advice on technical options for water, sanitation and hygiene facilities to further enable stakeholders make appropriate choices and optimise their resources;
- Supporting local governments and NGOs to conduct rapid assessments of schools and improve their data collection capacity. Through WASH Clusters, the UNICEF team trained NGO implementing partners on how to use

the UNICEF WinS checklist to conduct rapid assessments of schools and produce easy-to-use, accurate data. They also provided local governments and NGOs with training materials to increase the capacity of enumerators and data system operators to correctly collect and enter data. At the national level, UNICEF Indonesia supported the development and roll-out of [a real-time monitoring system](#) that provides regular

snapshots of hand washing with soap behavioural compliance in public places including schools.

- Supporting the development of guidance documents (e.g., Handwashing with Soap Design Compendium) and video tutorials describing how to set up handwashing facilities in schools, and providing other relevant materials to local governments and partner NGOs to further support their respective school re-opening agenda.



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Key achievements

- The high-level advocacy workshops were successful in building buy-in from the highest level of stakeholders in each province and district, and were critical in triggering concrete actions at more local levels. The advocacy work led to the proactive engagement of each district to analyze WinS-related data and costs and to develop school-level action plans to improve WASH facilities and mitigate potential risks of COVID-19 transmission in their respective schools.
- Following the format of the UNICEF Indonesia advocacy workshops, several provinces led their own district-level workshops to engage their respective administrations and schools in the micro-level planning and implementation of their WASH activities. For example, following the advocacy workshops in Aceh province, the Provincial government announced an allocation of IDR 55 billion to improve WASH infrastructure in 455 high schools in the province.
- The UNICEF Indonesia technical resources (e.g., presentations of different WASH technologies and cost options) have been used by stakeholders to make funding requests to the Government for longer-term investments in more durable WASH infrastructures.



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The Provincial government announced an allocation of

**IDR
55 billion**

to improve WASH infrastructure in

45 HIGH SCHOOLS

Webinar-based high-level workshops organised in all six UNICEF-focused provinces

The high-level advocacy workshops were successful in building buy-in from the highest level of stakeholders in each province and district



Lessons learned & Recommendations

- 1 At the provincial, district and local levels, authorities reported that the UNICEF WASH gaps assessment and costing tool helped them understand the magnitude and scale of the problem, and the urgent need to improve WASH facilities in schools (WinS) in order to prepare for the re-openings.
- 2 UNICEF implementing partners reported the need for additional training. In response, UNICEF developed a five-part training series to provide Education Offices staff with additional training on how to use the costing tool. These materials were provided to UNICEF Indonesia NGO partners who used it to train staff in district offices.



Endnotes

- 1 The six provinces include: *Aceh, South Sulawesi, East Nusa Tenggara, West Nusa Tenggara, Papua and West Papua* provinces.



SOCIAL + BEHAVIOUR CHANGE

The Compendium of SBC Best Practices has been jointly developed by the Country Offices, the Regional Office, the HQ SBC Team and PCI Media.

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The compendium is available electronically and can be downloaded from <https://www.sbcguidance.org> and <https://unicef.sharepoint.com/sites/PG-SBC>

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