



FORMATIVE STUDY REPORT AND SBCC STRATEGY

August 12, 2022
Thimphu, Bhutan



Save the Children®

IN PARTNERSHIP WITH:
National Commission for Women and Children
Ministry of Education

Nazhoen Lamtoen

Development of Social and Behavioural Change Communication
Strategy for addressing Violence Against Children

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Cover photo: [Bishal Rai](#), *Save the Children*, Zhemgang, 2016

Acknowledgements:

Published by

Save the Children International

Thimphu, Bhutan

August 2022

Suggested citation

Sherpa, N.K., Dorji, C. (2022). *Formative Study Report for Development of Social and Behavioural Change Communication Strategy for addressing Violence Against Children*. Thimphu: Save the Children International, Bhutan CO.

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Acronyms

CCPA	Child Care and Protection Act
CICL	Child in Conflict with the Law
CIDC	Child in Difficult Circumstances
CMO	Case Management Officer
CRC	UN Convention on the Rights of the Child
CRSA	Child Rights Situation Analysis
CSO	Civil Society Organization
DVPRR	Domestic Violence Prevention Rules and Regulations
FGD	Focus Group Discussion
FY	Fiscal Year
GNHC	Gross National Happiness Commission
KII	Key Informant Interview
MoE	Ministry of Education
MoH	Ministry of Health
MoU	Memorandum of Understanding
NCWC	National Commission for Women and Children
NL	Nazhoen Lamtoen
NSB	National Statistics Bureau
RBP	Royal Bhutan Police
RENEW	Respect, Educate, Nurture and Empower Women
RGoB	Royal Government of Bhutan
SBCC	Social and Behaviour Change Communication
SC BCO	Save the Children Bhutan Country Office
SCI	Save the Children International
VAC	Violence against Children
VAW	Violence against Women
WCPD	Women and Child Protection Division

Introduction

Background and context

Bhutan has a total population of 727,145 of which about two-thirds reside in rural areas (NSB, 2018). The population of children constitutes about 33.6 percent (244,5791) of the total population (727,145) with 123,779 (17 percent) male children and 120,800 (16.6 percent) female children (NSB, 2017).

Article 9(17) of the Constitution of the Kingdom of Bhutan states that “[t]he State shall endeavour to take appropriate measures to eliminate all forms of discrimination and exploitation against women including trafficking, prostitution, abuse, violence, harassment, and intimidation at work in both public and private spheres.” Similarly, Article 9(18) of the Constitution states that “[t]he State shall endeavour to take appropriate measures to ensure that children are protected against all forms of discrimination and exploitation including trafficking, prostitution, abuse, violence, degrading treatment, and economic exploitation” (National Assembly of Bhutan, 2008).

The Child Care and Protection Act of Bhutan 2011 (CCPA) guarantees protection of children from violence, abuse and exploitation. It mandates the treatment of a child fairly and equally with respect and dignity, not be discriminated against, and promote their physical and mental wellbeing through creation of uniform child justice system and legal framework.

The Act calls upon central and local governments to disseminate and create awareness about the relevant child protection laws and the concomitant rights and responsibilities. Despite efforts being made in imparting trainings to local government leaders and community members, the issue of whether the necessary capacity, time, and resources to disseminate such information and create awareness continues to remain as a question.

Besides the central and local governments, the concerned agencies or institutions, are also mandated to provide community-based services responding to special needs, problems, interests, and concerns of children including appropriate counselling and guidance to children, caregivers, and families (Parliament of Bhutan, 2011).

In its Concluding Observations of the UN Child Rights Committee on the combined third to fifth periodic report, the Committee on the Convention on the Rights of the Child (CRC) called for the attention of indivisibility and interdependence of all the rights enshrined in the convention and recommended urgent measures for: violence against children (para. 24); harmful practices, especially in relation to child marriage (para. 26); children with disabilities (para. 32); education (para. 39); children of ethnic minority origin (para. 44); and economic exploitation, including child labour and sexual exploitation (para. 46) (OHCHR, 2017).

The constitutional requirement of the purpose of education being directed towards the full development of the human personality is reflected in the National Education Policy (Draft 2019), which recognizes the holistic wellbeing of children and young people, calls to ensure that all programmes for children, young people, and learners meet the safety and protection standards set by the relevant regulatory bodies. It also further calls

upon all educational institutes to provide a safe, supportive, inclusive, and learner-friendly environment that is conducive to holistic learning, intellectual engagement, and growth- which includes an environment free from abuse, harassment, and bullying (MoE, 2019).

With about 2.1 percent of the country's population living with disabilities, they face significant levels of discrimination, stigma and violence in their everyday lives. (GNHC, 2019) Among the persons with disabilities, women and girls with disabilities are particularly at risk as they have to live with double discrimination. The National Policy for Persons with Disabilities 2019 ensures protection and access to justice by providing appropriate services and facilities, including legislative, administrative, social, educational, and other measures related to the review and revision of existing laws, regulations, customs and practices to protect persons with disabilities from all forms of exploitation, discrimination, violence and abuse (GNHC, 2019).

Likewise the Information, Communication and Media Act of Bhutan 2018 holds a person liable for offence of felony of fourth degree, if he or she: (1) Publishes, distributes or transmits or causes to be published, distributed or transmitted any obscene communication or material which depicts children engaged in sexually explicit act or conduct; (2) Creates text or digital images, collects, seeks, browses, downloads, advertises, promotes, exchanges or distributes material in any form depicting children in obscene or indecent or sexually explicit manner; or (3) Records in any form, own abuse, or that of others pertaining to sexually explicit act with children (Parliament of Bhutan, 2018).

Violence against Children (VAC) takes many forms and children faces high levels of violence in Bhutan. A National Survey on Violence Against Children (VAC), 2016 concludes that more than 6 out of 10 children (64.1 per cent) experienced at least one incident of physical violence in their life time, occurring before age of 13 years, particularly in rural areas. While the majority of boys and girls (44.8 percent) experienced physical violence before they reached teenage years, the most common form is reportedly associated with corporal punishment used by parents, caretakers and other relatives (43.7 per cent) and by teachers (54.5 percent) (NCWC, 2016). The prevalence of corporal punishment in schools is the highest (NCWC, 2016).

Regarding sexual violence, about 1 in 10 children (12.8 per cent) experienced it at least once in their life time, with a higher proportion of girls (13.5 percent) than boys (11.9 percent), of which more than half occurring between the ages of 13 and 17 years amongst peers (NCWC, 2016).

The report also revealed that the most common form of sexual violence is sexual touching with a slightly higher proportion of girls at 13.1 percent experiencing it than do boys at 11.5 percent. Overall, sexual violence took place most frequently in the schools (6.8 percent), particularly in boarding schools, as compared to homes (3 per cent) and public places (2.5 percent). Among rape victims, an overwhelming majority are forced into sexual intercourse by an older person (84 percent) or someone of the same age (8 per cent). More girls (4.7 percent) are exposed to verbal sexual harassment by adults in the community than boys (1.8 percent) (NCWC, 2016).

Similarly, digital pornography and verbal sexual harassment among children is found to be an emerging cause of concern, with children getting exposed to indecent and sexually charged language and imageries from the pre-teens throughout adolescence and youth. More than 20 percent of children reported getting exposed to pornography either in someone else's home (11 percent) or in their own homes (10.3 percent).

More than twice the number of boys reported exposure to pornography at school (11.3 percent boys, 4.1 percent girls). A higher proportion of boys reported accessing pornographic sites in day schools (4.3 percent) than in boarding schools (3 percent) (NCWC, 2016).

The report also indicates that while adolescent boys appear to be at risk of physical violence, adolescent girls are more at risk of sexual violence. Vulnerability to violence is exacerbated by broken family (divorce) and migration to urban areas. Early marriage, though decreasing remains to be a problem in rural areas. Children faced emotional violence from their parents and teachers, with twenty percent (20 percent) saying that they experienced it right from a very young age of below 13 years. Maltreatment or preferential treatment and discrimination at home by parents and step parents, being scolded, threatened or publicly shamed by teachers in schools or in monastic institutions; getting teased (ragged) and/or being looked down by other children is a fairly common practice. As such, nearly half of all children reported experiencing at least one form of emotional violence in their lifetime (47.4 percent), with prevalence rates higher for girls (52.3 percent) than for boys (40.9 percent) (NCWC, 2016).

The report also indicated to an overwhelming prevalence of intimidation and threats among boys and young men by their own peers. For example, boys were intimidated by their male peers (16 percent), while a comparatively smaller proportion were intimidated by their female peers (1.7 percent) (NCWC, 2016).

Another study on COVID-19 Impact on Women and Children by NCWC indicated that around five percent of children reported experiencing one or more forms of violence against children since the advent of the COVID-19 pandemic. A majority experienced emotional violence, with a slightly higher proportion of girls experiencing it as compared to boys. While the majority of children experienced emotional violence (59.9 percent), they also experienced physical violence (53.6 percent) but they did not report their experiences to anyone. A majority of them also experienced sexual violence (44.8 percent) but they seem to have reported to a local government personal (NCWC, 2021). During the initial years of the pandemic, children's mental health also got impacted due to prolonged stay at home and called for psycho-social support through online counselling. A total of 2,915 students accessed counselling support by mid-2021 (MoE, 2019).

The Gender and Climate Change in Bhutan Report of 2020 highlighted male dominance in decision making at the household level, alluding to the prevalence of work-family conflict whereby male roles are considered to be more valuable than women. This can be attributed to the fact that men spend more time than women outside the home, while females spend more time on household tasks (NCWC, 2020).

The National Study on Women's Health and Life Experiences 2017 found that 12.5 percent of women and girls have experienced physical violence from people other than their intimate partner since the age of 15. The prevalence was higher in urban areas with 13.8 percent compared to 11.8 percent of rural women. The perpetrators of non-partner physical violence were found to be mostly female family members (mentioned by 42.4 percent), which included mother, mother-in-law, stepmother, sisters, grandmothers and other female relatives. This finding depicted the complex nature of VAW/G which deviates from the typical common view that men are the perpetrators. Lifetime sexual non-partner violence was also twice as much higher for women and girls with a disability at 10.3 percent as compared to 5.6 percent for those without disability (NCWC, 2017).

As per National Statistics Bureau data, the total population of children in Dagana and Zhemgang is 8,660 and 6,414 respectively. Thimphu has the highest number of children at 39,239. This makes the total population of 54,313 children as the direct project beneficiaries.

Rationale and Objectives of Formative study

Save the Children Bhutan Country Office (SC Bhutan) in partnership with the National Commission for Women and Children, Ministry of Education, Nazhoen Lamtoen and other partners is implementing a three-year project “Empowering Communities to address Violence against Children in Bhutan”. In order to come up with an appropriate response to address violence against children and gender-based violence, consultations with key stakeholders – National Commission for Women & Children, Royal Bhutan Police (RBP), Ministry of Education (MoE), and local partner CSOs - identified community-based approach as best suited to collectively prevent, respond, and address violence against children at home, in school, and in the community. The stakeholders felt that the issue required a partnership among all stakeholders - parents, primary caregivers, community members, community leaders, and schoolteachers.

The purpose of this formative study is to develop a Social and Behaviour Change Communication (SBCC) Strategy that is aimed at shifting attitudes, norms and practices that perpetuate violence against children in different settings. The strategy is also expected to complement the efforts of the project activities designed to prevent, reduce and protect children from violence in the homes/family, schools and in the community. The study was undertaken in the three pilot districts of Thimphu, Dagana, and Zhemgang.

The specific objectives of the formative study were to identify the types of VAC prevailing in the society and what social and cultural practices and gender norms, and barriers exists for addressing violence against children and what specific motivating factors (violence prevention) exist in order to design a social behavioural change and communication strategy for addressing VAC.

Approach and Methodology

The use of SBCC is a theory based strategic use of information and communication approaches, messages and materials with an aim to promote positive outcomes by not only imparting knowledge or skills at the individual and household levels, but also evoke emotions to change social attitudes through social mobilization whereby an enabling environment is created in the community for behaviour change. It is a process that consists of community-level sensitization and mobilization activities that aim to ensure multiple levels of influence (WFP, 2019). SBCC interventions begins with the situation analysis supported by a process of formative research, in which focus on three core components: social and cultural context, behavioural context, and social mobilization engagement are considered. In the process, the target audience/participants are carefully segmented, and the messages developed to suit to their socio-cultural characteristics and behavioural/practice gaps and barriers. This is then followed by designing the SBCC strategy through an analysis of the approaches, methods and media channels (interpersonal, group, mass media and social media etc.) to help catalyse the desired behaviour. Generally, the SBCC plans are complemented by a mutually

reinforcing strategic approaches of advocacy, community or social mobilization, behaviour change communication and capacity building to bolster the intended behaviour change (Nancy & Dongre, 2021).

This formative study for “Developing a Social and Behavioural Change Communication Strategy for Addressing Violence against Children” mainly used qualitative research approach to gather data from both secondary and primary sources. Therefore, guided by the scope and objectives of the work, the study made use of a number of methodologies and tools, including Key Informant Interview (KII), Focus Group Discussion (FGD) and In-depth Interview (IDI).

As a qualitative study, the formative study followed Non-Probability Sampling technique, which is basically a purposive sampling strategy, which by virtue of its practice does not give every study participant the chance to be selected for the study. Accordingly, it intercepted respondents (knowledgeable relevant persons from the stakeholder agencies) at the central, Dzongkhags, Gewogs and community levels, including Dzongkhag Women and Child Welfare Committee (DWCC) focal persons, Gups/GAOs, School Principals, School Counsellors, students, parents, DMOs/HAs and officials from RBP.

As stipulated by the scope of the assignment, the study was conducted in project Dzongkhags of Dagana, Thimphu and Zhemgang with technical guidance from NCWC and SCI-Bhutan. The NCWC as the main government counterpart agency, facilitated all necessary administrative and logistical facilitation and send official communication to agencies like the Ministry of Education and Dzongkhag Administrations, RBP in the Dzongkhags which are critical for the study.

The **KIIs** assessed, learned and validated information and on existing policies, programmatic interventions, lessons learned, prevalence and main types of VAC, reasons and causes, including barriers and risks that inhibits prevention efforts and/or motivating factors that help to promote VAC programmes and activities. The following 12 Key informants were interviewed at the central level.

Table 1: Key Informants

Agency	Number
NCWC	2
Ministry of Education (SPCD, CECD, ECCD/SEN)	3
Nazhoen Lamtoen	1
OAG	1
GNHC	1
RBP (WCPD)	1
Royal Court of Justice (WCB)	1
SCI BCO	2
Total	12

A total of 18 **FGDs** (6 per Dzongkhag) were conducted with school children from the 3 pilot Dzongkhags of Dagana, Thimphu and Zhemgang. Two FGDs each (1 boys and 1 girls) were conducted at the Primary, LSS and HSS/CS levels in each Dzongkhag. Each of these school levels were purposively selected in each Dzongkhag and 6 gender balanced FGDs each organized for boys and girls. In each FGD, 7-10 homogenous groups of participants participated.

The Dzongkhag authorities were requested in advance through the existing administrative procedure to inform the sampled schools from each category to mobilise the required number of FGD participants in advance. In keeping with the standard practice of FGD moderation, FGD moderators observed circularity

of responses as an indicator for the number of FGDs. The aim of the FGDs was to gather information and data on the prevalence and extent on the types of violence against children, the reasons or causes, barriers/obstacles, risks and motivating factors. In the case of children, a total of 18 FGDs (9 FGDs for males and 9 FGDs for females) were conducted consisting of 173 children all together (90 males and 90 females).

Table 2: FGD participants from Thimphu (students)

School name	School level	Male	Female	Total
Loselling	MSS	9	0	9
Dechencholing	HSS	0	9	9
Wangbama	LSS	9	0	9
Changangkha	LSS	0	9	9
Changzamtog	MSS	10	0	10
Yangchenphug	HSS	0	10	10
Total		28	28	56

Table 3: FGD participants from Dagana (students)

School name	School level	Male	Female	Total
Pangserpo	PS	10	0	10
Daga	PS	0	10	10
Tashiding	LSS	10	0	10
Daleythang	LSS	0	10	10
Tshangkha	MSS/HSS/CS	10	0	10
Dagapela	MSS/HSS/CS	0	10	10
Total		30	30	60

Table 4: FGD participants from Zhemgang (students)

School name	School level	Male	Female	Total
Pantang	PS	10	0	10
Shingkhar	PS	0	10	10
Gomphu	LSS	10	0	10
Tingtibi	LSS	0	10	10
Yebilaptsa	MSS/HSS/CS	10	0	10
Buli	MSS/HSS/CS	0	10	10
Total		30	30	60

Similarly, as suggested by the stakeholders in the Inception meeting, **6 FGDs** were organized with parents' groups from the 3 pilot Dzongkhags of Dagana, Zhemgang and Thimphu. Two FGDs each (1 for men-parents and 1 for women-parents) were conducted in selected Gewog levels in each Dzongkhag. Each of the Gewog

were purposively selected in each Dzongkhag and 6 gender balanced FGDs (3 for men and 3 for women) were organized. In each FGD, 7-10 participants were recruited.

For this, the Dzongkhag authorities were requested in advance through the existing administrative procedure to inform the sampled Gewogs from each category to mobilise the required number of FG participants in advance. In keeping with the standard practice of FGD moderation, FG moderators observed circularity of responses as an indicator of saturation. The aim of the FGDs were to gather information and data on the prevalence and extent on the types of violence against children, the reasons or causes, social and cultural practices or barriers and motivating factors.

FGDs were conducted in three selected Dzongkhag¹ for parents and children on various aspects of violence against children happening at homes/families, schools and public communities. Six FGDs consisting of 49 parents (25 males and 24 females) were conducted, separately for male (3 FGDs) and female (3 FGDs).

Table 5: FGD participants (Parents)

School name	Gewog	Male	Female	Total
Thimphu	Maedwang		7	7
Thimphu	Kawang	7		7
Dagana	Drukjegang	8		8
Dagana	Tseza		7	7
Zhemgang	Nangkor	10		10
Zhemgang	Phangkhar		10	10
Total		25	24	49

In-depth interview in the context of this study is a qualitative investigation amongst a diverse group of people, who are in one way or another responsible for child protection and welfare. As proposed, IDI employed a pre-determined sample of 31 key individuals at the Dzongkhag level. Following a Purposive Sampling strategy, all respondents were intercepted in such a way that they are from different Gewogs or Chiwogs and not from the same locality. The interviews assessed the prevalence of VAC types, the reasons or causes, barriers and risks emanating from traditional beliefs, harmful practices etc., including any motivating factors of attitudes, beliefs, values, social and emotional drivers and intentions to address VAC etc.

Table 6: In-depth Interviews

Participant	Thimphu	Dagana	Zhemgang	Total
Dzongkhag Women and Child Welfare Committee Focal	1	1	1	3
Gup or GAO	2	2	2	6
Principal, PS	1	1	1	3

¹ Dagana, Thimphu and Zhemgang.

Principal, LSS	1	1	1	3
Principal, MSS/HSS	1	1	1	3
School Counsellor	2	2	2	6
Health Assistant	1	1	1	3
RBP	1	1	1	3
Case Manager	0	0	1	1
Total	10	10	11	31

Data Collection and Analysis

Based on the proposed methods, tools and respondents, the data collection for the formative research was undertaken in the three pilot Dzongkhags by 3 small teams of data collectors, led by a team leader and one Enumerator/Recorder. Before the commencement of the field study, a training for Supervisors and Enumerators/Recorder was organized for 3 days focusing on the methodologies and data collection tools (KII Questionnaire, FGD Guide/Questionnaire, IDI Questionnaire).

The data collection was completed in 15 days. The modality of the field operation was undertaken simultaneously in the three Dzongkhags by teams, following practical administrative and logistical considerations. Data processing and analysis followed both manual as well as MAXQDA procedures of transcription, collation, coding and summarization in line with the objectives of the study.

Ethics & Accountability

Research Ethics Contextual sensitivities

The consultants followed the considerations for remote MEAL involving children developed by SCI, which include:²

- **Child-friendly:** using child-friendly language and design in the tools developed;
- **Age-appropriate:** determining the methods and tools to be used according to the age group;
- **Safety:** ensuring that the data collection activity is safe for children;
- **Inclusiveness:** understanding which groups of children we reach through digital tools; who can be left out and what additional steps could be taken to include them;
- **Information sharing:** using any data collection opportunity as an opportunity to also share key messages on COVID risk communication;
- **Consent:** ensuring that arrangements are made to obtain children's assent and informed consent from parents or other guardians.

For data collection activities involving children, the consultants followed the child safeguarding protocols established by SC Bhutan, and the data collectors were trained to know and act in accordance with this

² Save the Children, 'Fiche-Conseil : Collecte de Données Numériques et à Distance & COVID-19', April 2020.

protocol and how to be prepared and ready to refer concerns or urgent needs that might be discovered during data collection. A risk assessment was led with the country office to ensure that all potential risks during data collection were identified and mitigation measures were developed. This helped to ensure that we did no harm during data collection. This risk assessment was carried out before the start of the data collection in collaboration with the safeguarding focal point within the country office.

Ethics approval

Ethics approval was sought from the Research and Ethics Board of Health of MoH, Royal Government of Bhutan³. The inception report was shared with the Evaluation Working Group led by SC Bhutan. The SC Bhutan and NCWC facilitated the study team to meet with the Key Informants and other study participants.

Consent

The data collectors ensured the due permission was sought from relevant agencies for the study, and the consent of the respondent was duly taken prior to collection of data. Consent from all the partners were obtained before collecting the data. Sufficient information and assurances about taking part were shared by the enumerators or stated in the beginning of all the instruments to allow individuals to understand the implications of participation and to reach a fully informed, considered and freely given decision about whether or not to do so, without the exercise of any pressure or coercion and participants briefed about their rights to withdraw from the study at any stage if they wished to do so.

The privacy, dignity, well-being and freedom of the participants were preserved and protected at all times. The use of offensive, discriminatory, or other unacceptable language were avoided in the formulation Interview/Focus group questions. Research data were protected at all stages of the process from collection to publication. Privacy and anonymity of respondents were ensured.

Confidentiality and Data Protection Plan

The consultants implemented the following data protection measures to ensure the protection and security of primary data collected during this study.

- Did not share any raw data collected (transcripts, interview database) from interviewees with the client.
- Did not quote individuals or refer to interviewees by name, position, or organisation in the report. Individuals were referred to by their stakeholder group.
- The data obtained from SC Bhutan and through interviews were anonymised and access was limited to the analysis team.

Community Perspectives & Accountability

The formative study strived for ethical and meaningful participation of all children and adults. The children were from different ages, genders and abilities. This was achieved by following and applying the 9 basic requirements for meaningful and ethical child participation during COVID-19.

³ A communication was received that an approval or waiver is not necessary considering that the study is not health-related per se.

1. The participation was transparent and informative: The study team ensured the children and other respondents clearly understood their right to express their views and could freely ask questions, seek clarification, raise concern and/or express ideas and recommendations, and that they would be heard and valued.
2. The team ensured that children and stakeholders had received full information about the potential benefits and risks of participating in the research process and they knew the available options and were free to make decisions to participate or not participate.
3. Respectful where the respondent's views would be heard and respected. The study team would be always be considerate of their backgrounds, experiences, concerns, vulnerabilities and existing commitments.
4. The team ensured that relevant information was provided and accessible to children and other participants so that they were able to contribute their expertise and draw upon their experiences, knowledge and capabilities to express their views on issues of relevance and importance to their lives.
5. The activities were child friendly where the study team was approachable and responsive to the children so that children and other participants felt welcomed. The data collection approaches did not discriminate children or any participant but took into account their evolving capacities, age, diversity and capabilities. The ambiances of data collection sessions were such that children and other participants were free to ask questions, raise concerns, and provide sufficient time to promote children's confidence in speaking out, sharing and expressing their views effectively.
6. The study team ensured that no child or participant was discriminated against during the participation process by always considering cultural sensitivities, languages and marginalized groups. The data collection sessions made use of Dzongkha or local dialects for children and other respondents to meaningfully participate.
7. All the team members were trained to facilitate while working with children. The data collectors were selected based on communication skills, facilitation skills and analytical skills to facilitated excellent interactions.
8. The risk assessment and mitigation plan were carried out prior to the study as to take every precaution to minimize the risk to children of abuse and exploitation or any other negative consequence of children's participation. All the safety and child safeguarding strategies and protocols, including protocols for COVID-19 was understood and practiced diligently during the interaction with children and other participants.
9. Children and other participant were provided with address, emails address and phone numbers to have access to key stakeholders and had the opportunity to ask questions and to provide feedback on their participation. The children and other participants were informed of their selection as participant for the evaluation in advance. This gave them adequate time to prepare, think and gather information.

Limitations

1. The formative study being mainly a qualitative study encountered some difficulties in mobilising data collectors with adequate experience in qualitative research, particularly in FGD moderation. This could have rendered some limitations to the quality of data gathered.
2. Since opinion of the teachers were not asked, the response on VAC at schools provided by School Principals, Counsellors, parents and children may be skewed or biased to some extent.

Findings

The findings described are the outcome of an integrated analysis or triangulation of data sources. The key findings are therefore based on KIIs, FGDs and IDIs that have been administered with central level key informants from relevant agencies, Dzongkhags, Gewogs, schools, parents and children from various levels of schools in the communities.

Common Types of VAC

1. VAC types happening in the homes/families

There are various types of VAC happening in the homes/families. The KIIs and IDIs indicated that VAC types are verbal, physical, sexual and emotional in nature. Among these, the most common ones are: scolding or verbal aggression, yelling/shouting, hitting/beating/kicking/slapping, bad/sexual touching, and physical molestation, stigma on disabilities, ridicule, doing extremely difficult or physically strenuous jobs, rape or forced sexual intercourse, bullying/cyberbullying and inadequate healthcare during sickness.

Likewise, the children's FGDs revealed that they are quite knowledgeable about the various types of violence, especially verbal and physical violence happening at homes or in the family. The most common forms of VAC in the homes/families in order of their priority in terms of severity and importance to address are: hitting/beating/kicking/slapping, scolding or verbal aggression, bullying, getting extremely difficult or physically strenuous jobs and gender discrimination. In general, there was not much variation in identifying violence happening in homes as reported by the children, irrespective of sex.

2. VAC types happening in the Schools

A majority of the parents said that the common types of violence happening in schools are physical fights/attacks followed by teasing/eve-teasing, hitting/beating with sticks/canes/belts and bullying. Name-calling and bad/sexual touching are also reported by the parents during the discussion⁴. While male parents reported physical fights/attacks, hitting/beating with sticks/canes/belts and teasing/eve-teasing; the female parents also reported physical fights/attacks, teasing/eve-teasing, criticizing, bullying and name-calling.

The children's FGDs indicated that the common types of violence in schools were physical fights/attacks and name-calling, followed by bullying, teasing/eve-teasing, criticizing, blackmail, rejection/relationship hostility, bad/sexual touching etc. There was not much difference between male and female children in terms of the violence happening in schools.

3. VAC types happening in the Community/public places

⁴ Physical fights/attacks (43 out of 49); Teasing/eve-teasing (33 out of 43); Hitting/beating with sticks/canes/belts (30 out of 49); Bullying (29 out of 49); Name-calling (29 out of 49); Bad/sexual touching (28 out of 49).

Overall, irrespective of male or female parents, the common type of VAC happening in the community or public places include teasing/eve-teasing, verbal aggression and physical assaults due to alcohol and substance/drugs, scolding etc. According to the IDI participants, the common type of VAC are: abuse and aggression due to alcohol and substance/drugs, followed by scolding, physical assaults, teasing/eve teasing, threats and intimidation. In addition, abuses such as bad/sexual touching, stigma and discrimination on disabilities were pointed out. Although not so high, but about three-tenth of the IDI participants also mentioned rape or forced sexual intercourse.

Main causes/underlying factors of VAC

This sub section will describe the findings about the main causes/underlying factors of VAC. The findings clearly indicate that violence against children is an outcome of multiple interacting causative factors which cuts across the social settings of family/homes, schools and community/public places. The findings on the main causes/underlying factors are presented in accordance with the social settings in an integrated manner for ease understanding.

Causes/underlying factors of VAC in Homes/Families

- **Habit of drinking Alcohol**

The availability and easy accessibility to alcohol in the community and the habit of drinking alcohol by parents is an underlying factor of violence against children. Many parents and caregivers drink after the hard days' work to relax and enjoy. When parents or caregivers indulge in drinking, they not only become irrational but forget about their responsibilities and ignore the children and commit physical and emotional violence by scolding, hitting/beating, abusing and making them to perform heavy household chores. Some related to local culture and traditional practices that promote the use of alcohol in local festivals which prescribes to the popular practice of drinking alcohol.

These days drinking alcohol has become one of the most common habit for enjoyment or to rest after the day's hard work. Drunken husbands make noises and wouldn't allow children to study by disturbing them. When the children complains that they are getting disturbed in their study, they are scolded, beaten and even made to do household work (FGD participant, female parent, Dagana Dzongkhag, 2022).

Parent consume alcohol since there are tired from work but it always easily leads to quarrels and fight. At the end the child is affected. They get unnecessary scolding, yelling and beating (FGD participant, Male parent, Dagana Dzongkhag, 2022).

Many parents are alcoholics, consuming for enjoyment. So, they lack care and attention for their children. They don't provide support and encouragement in their studies. So when the children are unable to perform better, they scold and speak harsh words and blame teachers for negligence (Male participant, School Principal, 2022).

The parents consume alcohol when they mingle with peers. They drink to relax and have fun and pleasure. The problem is they get violent after drinking and starts hitting and scolding the children. The other problem is that the parents also send their children to buy alcohol from the shops which indirectly encourages them to drink; the risk is high (Female participant, School Counsellor, 2022).

All children's FGDs also reinforced on the consumption of alcohol by parents/caregivers to be a major factor triggering violence in the homes/families. They said that alcohol is easily available in the community shops and homes and is considered to be a leading cause of violence. When parents consume alcohol it encourages children to follow parent's footsteps and drink: "first parents consume alcohol and then slowly we end up drinking too". Although parents assert that drinking alcohol helps them to get rid of their tiredness from work, intoxication makes children to become easy target for both physical and emotional violence. The following quotes illustrate the stand as noted by the children:

These days drinking alcohol has become one of the most common habit for enjoyment or to rest after the day's hard work. Drunken husbands make noises and wouldn't allow children to study by disturbing them. When the children complains that they are getting disturbed in their study, they are scolded, beaten and even made to do household work (FGD participant, female parent, Dagana Dzongkhag, 2022).

Many parents are alcoholics, consuming for enjoyment. So, they lack care and attention for their children. They don't provide support and encouragement in their studies. So when the children are unable to perform better, they scold and speak harsh words and blame teachers for negligence (Male participant, School Principal, 2022).

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When my mother gets drunk, they scold me without any reason. Even when asked for help to do homework she just ignore and yells at me (FGD participant, Female child, Dagana Dzongkhag, 2022).

Parents consume alcohol as it is easily available in the locality and at home. After drinking they yell and scold for every little mistake, sometimes without any reason. When my parents are drunk, I am constantly in fear thinking they will hit me (FGD participant, Male child, Dagana Dzongkhag, 2022).

- **Marital conflicts**

For the parents and IDI participants, misunderstanding and jealousy between husbands and wives is one of the main cause of marital conflicts. Such conflicts are said to lead to divorce, shifting the roles of childcare to single parents. Some get divorced due to habitual consumption of alcohol and verbal aggression, physical violence and some due to excessive use of social media. Some parents mentioned about social media as being a leading cause of extramarital affairs and conflicts between husbands and wives. Getting divorced due to marital conflicts has become very common in the community and nobody really cares who divorces whom. Some parents even expressed that getting a divorce has become like a social norm of the community.

I think most of the parents get divorced due to jealousy and alcohol consumption by the husband. Husbands drink too much and start hitting and scolding their wives and children. One main reason is also because of meeting of new partner through social media (FGD participant, female parent, Zhemgang Dzongkhag, 2022).

Lack of mutual understanding between husband and wife leads to marital conflicts and then divorce. As a result, children suffer having to live under the care of single parents with lots of other problem (FGD participant, Male parent, Zhemgang Dzongkhag, 2022).

Most of the parents get divorced due to frequent quarrel and fights. It looks like there is no mutual understanding or trust between each other (Female IDI participant, School Counsellor, 2022).

Divorce these days are mostly caused by extra marital affairs or due to the effect of social media. As a result, broken family traumatizes the children (Male IDI participant, Gup, 2022).

For the children too, they mentioned marital conflict as a cause of VAC. They opined that marital conflicts occur when there are incompatibilities or mistrusts between married couples, triggered mainly from excessive use of social media networks. In the urban centres, fathers bearing an indifferent attitude to family and childcare responsibilities by frequenting entertainment centers like Karaoke and bar shops is another underlying cause of conflict.

Fathers come home late and drunk, after visiting entertainment centres (Karaoke) bars. Father then quarrel with mother when questioned. When we try to intervene, they show anger and scold us. This affects our study as we are unable to complete our homework. Next day, we land up getting scolding and punishment from the teacher for not doing our homework (FGD participant, Male child, Thimphu Dzongkhag, 2022).

When mothers mingle with her friends, they hear complaints about their husband's extra marital affairs. Then the mothers quarrel with the fathers. As mothers are unable to fight back, she shows her anger and scolds the children, sometimes even hitting and beating (FGD participant, Female child, Dagana Dzongkhag, 2022).

- **Parental separation or divorce**

Parent's FGDs and IDI participants pointed out that parental separation/divorce is due to marital conflicts arising from alcohol consumption and social media use. Children of divorced parents are said to suffer more from violence than normal family, indicating to the breakdown of family and inadequacy of family care and support, exposing them to neglect and abuse. Once separated, single parents are said to be busy with their work and are unable to give the necessary attention to their children. Under such a situation, the children are either left to look after themselves on their own or with secondary caregivers. In the process, although the children feel lonely and yearn for parental love, they are forced to stay on their own without much supervision and stimulation. Moreover, children of single parents get exposed to the circle of family members and friends thereby increasing risk to VAC.

Moreover, the habit of drinking alcohol and feeling of insecurity between couples due to excessive use of social media networks are said to not only act as a risk factor to childcare but also presents to be a cause of violence.

Divorce or parental separation are quite frequent nowadays. It affects the child mentally and engages in bad behaviours. Usually the risks is much higher for a girl child because of the likelihood of getting sexually victimised and abused by step-fathers with molestation and enticement over new phones or providing internet-data or vouchers etc. is possible (Male IDI participant, RBP, 2022).

Divorce case in the country has been increasing over the years. When parents get divorced the children are the losers; they get emotionally disturbed. They also find it hard to focus on studies and tend to get into bad things (Female IDI participant, School Counsellor, 2022).

Having to live with step parents, lack parental love and care, a child is always beaten and scolded/mistreated for every small reasons (Male IDI participant, School Principal, 2022).

The problem of parental separation/divorce as a causative factor of VAC was also voiced by the children in the focus groups. Notwithstanding the immense physical, emotional and sexual abuse that parental separation causes, the children opined that those children whose single parents remarries experience violence the most:

When parents remarries, step-parents mistreat the children badly. While some are made to do heavy works, some even experience sexual abuse and witness fighting causing emotional torture. In this way, children also face partiality and have to stay under anxiety and stress (FGD participant, Male child, Dagana Dzongkhag, 2022).

Getting a divorce has become like a cultural practice. Some get divorced due to insecurities between the partners, some due to excessive time spent on social media and some due to consumption of alcohol (FGD participant, Male parent, Zhemgang Dzongkhag, 2022).

Children participating in the focus groups were observed of being resentful of parents getting divorced as they have to bear the brunt and suffer. They opined that parents who divorce or remarry may lack proper knowledge about childcare and development including protection needs and the importance of maintaining warm parent-child relationship, because they are the ones who have to face the neglect and maltreatment.

- **Lack of childcare knowledge and skills**

The parents in rural areas lack awareness and understanding about the social ills of VAC and related child protection laws, rules and regulations. They lack parenting knowledge and skills, which is influenced by illiteracy and inadequate public information/communication and capacity building by service providers. Parents participating in two separate focus groups reinforced on the lack of childcare knowledge and skills as a causative factor of VAC. Most of the parents in rural areas being uneducated lack awareness and knowledge about childcare and protection. Parents also have the notion of treating their children as their property claiming that they can do anything as they deem fit for their wellbeing. This was affirmed by some of the participating parents who expressed views that they may be applying harmful disciplining to their children instead of positive methods like giving advice, spending time and talking with them. They re-iterated that they are not following positive parenting because they still continue to practice the old methods of scolding, hitting/beating and giving punishment.

Key informants reported that the situation of lack of childcare knowledge and skills is further aggravated due to various risky traditional childcare practices in place. For example, parents are known to teach children to trust anyone in the family or in the family circles, which is very risky because most sexual violence are said to be committed by someone within the family or by someone close or known to the victims. Another fact is also that most sexual violence are due to allurements by someone (adults) known to the victim. For example, during the pandemic, prolonged repetitive lockdowns at home led to grooming/enticing for sex. Perpetrators involved in such sexual acts are also said to believe that they can easily get away with it due to perceived notion of being a private matter within their homes. Under such a circumstance, perpetrators including both biological, step fathers and acquaintances are encouraged to commit the criminal acts.

I think most of the uneducated parents rely on violence in disciplining their children because they don't know how to take care of their children in a good way, that is due to lack of awareness and knowledge on positive methods of parenting (FGD participant, Male parent, Zhemgang Dzongkhag, 2022).

- **Prevalence of harmful social and cultural practices/attitude regarding child care and children's upbringing**

There is also a dominant preconceived notion that imposing some forms of scolding, hitting/beating, criticizing, name calling etc. by parents are socially accepted norms in the name of disciplining and is a necessity for children's upbringing. VAC in this manner is not an abhorred issue, which is further exacerbated by many parents who are not fully aware of its consequences including self-harm, suicides etc. Children are also considered as the family's property and parents look upon them to fulfil certain familial obligations and expectations. But when they do not meet the requirements, parents and caregivers subject them to violence as a means to fulfil their expectations.

In one of the male parent's focus group, the prevalence of social and cultural practices was mentioned to be a common risk factor leading to violence. They referred to discriminatory practices against girls, whereby they are meted out with family sanctions, scolding and maltreatment, if they are unable to perform basic household activities. The same sentiment was echoed by children saying that some parents do not allow girls to perform household chores as against their common expectations. Children also opined that in some families there are traditional norms that dictates going against the parents and elders as a taboo. This is further compounded when most parents think that in order to give a good upbringing of their children, it is necessary to apply some forms of control discipline right from the early years.

Causes/underlying factors of VAC in Schools

Violence against children in schools seems to be widespread. Both parent's and children's focus groups associated some of the common causes of violence in schools with poor academic performance of the students, alienation and discrimination by teachers, fear about reprimand by teachers, alcohol and substance abuse, peer pressure and fear about retaliation by peers. They noted how these circumstances and situations triggers the violence.

Poor academic performance by students

It was observed during the discussions that some teachers resorting to punish students for their poor academic performance was seen as one of the factors contributing to VAC in schools. Therefore, the sentiment of parents' focus groups over the poor academic performance of children being a case of violence was overwhelming. Five out of six focus groups (3 female parents FGD and 2 male parents FGD) discussed about it. Many spoke about children being punished if they perform poorly in the tests or examinations. The parents brought to light that rather than teachers seeking to know the reasons behind the poor performance and guide them with motivational skills, they resort to punishment.

When children are not able to perform well in the tests/exams like others, they are often punished, criticized and scolded. It creates fear in the children and they don't even like to go school (FGD participant, Male parent, Dagana Dzongkhag, 2022).

*When students perform badly in studies, teachers sometimes scold, hit or beat them in order to improve their performance (Male participant, Gup; Male IDI participant, OC, 2022).
Due to parents separation, some students perform poorly in studies. Their friends insult and there arises fighting and quarrelling among them (Female IDI participant, Child focal, 2022).*

One of the male parent's FGD brought out low teaching and motivational skills amongst some teachers and cited it as a key cause of poor academic performance. A female parent however voiced that as long as children are able to learn and improve their studies with good test/examination results, there is no harm at all to give some light punishment. It was also stressed that one of the underlying reasons for poor academic performance is the traveling distance and lack of transportation to commute between their homes and schools. This is said to take away a major chunk of their children's time, which they could otherwise use for studying. Parents should also support their children rather than giving pressure of work at home in order to improve their academic performance. In addition, parents should monitor the use of mobile phones by their children because children tend to misuse them in the name of online teaching/lessons and homework. This exposes children to cyber bullying which inevitably leads to low academic performance through excessive use of mobile phones.

Alienation and discrimination by teachers

Out of six separate focus groups with parents, five groups raised their concern over alienation and discrimination of children by teachers in connection to poor academic performance. Looking at the discussion, it can be surmised that children might be subjected to such actions by teachers by giving preferential treatment and importance to the toppers only and discriminate those who are poor performers with insult, teasing, criticisms and neglect.

One of the male parents voiced that despite knowing students are different in nature and have their own pace of learning, teachers differentiate and alienate them with punishments like verbal abuse, criticisms, hitting/beating and name-calling, teasing etc. when students are unable to produce good results.

Children complain saying some teacher does not teach well in the class and even don't ask children whether they understood or not and give them lot of homework. When children are not able complete their homework, teacher alienate and punish them by letting them stand for hours (FGD participant, Female parent, Thimphu Dzongkhag, 2022).

This was echoed by the children's focus groups in almost the same words and language, stating that teachers indeed discriminate them based on academic performance. Teachers are also said to befriend with students who are good in sports and hang around together. So some students feel uncared for and loose interest in studies and develop deviant behaviour with substance abuse, alcohol and smoking etc.

Fear about reprimand by teachers

Generally, teachers use reprimand as a punishment to correct student's misbehaviour. The focus group discussed that the fear about reprimand by teachers was also one of the central concern felt by parents. Both male and female parents in four separate focus groups voiced a concern that for any small commission of disciplinary offences, teachers put fear among the students with physical violence like kicking and hitting/beating. The teachers warn them that if they repeat such offences in future, they will face severe consequences, including possibilities of getting failed or expelled from school. The parents also recalled that the system of giving heavy homework assignments is said to be another practice that puts students/children to untold difficulties, leading to absenteeism and missed classes.

Not just poor academic performance, some teacher discriminate students based on their appearances and family background which leads to alienation of the children from their peers. They tend to criticize, scold and down look on those children from poor family rather than providing them with support and encouragement (FGD participant, Male parent, Thimphu Dzongkhag, 2022).

Likewise, children's FGDs pointed out that when students perform poorly with low score marks in test, teachers instil fear of reprimand by comparing them with toppers. They are warned that they will face serious consequences/punishments if they perform poorly or do not improve in their studies. This leads to heavy homework from the teachers, which the students finds it to be too exploitative and punishing.

Peer pressure

Many parents and IDI participants spoke about the peer pressure experienced by children over alcohol and substance abuse. They expressed that the children felt that they would be ignored by their peers if they do not do what their friend do. This leads to emotional violence which is mainly caused by lack of understanding between peers, lack of guidance and supervision due to poor communication between parents/caregivers, teachers and children, coupled by weak mental disposition of the children to face difficulties and pressure. Whatever the reasons could be, the parents opined that ultimately, the children end up getting punished by their peers and teachers for their bad actions.

Under the influences of their friends some children engages into substance abuse, becomes a member of a gang and get into physical fight. When teacher find out about it they get punished, even beaten up, and lack proper counselling and support on changing those children for good (FGD participant, Male parent, Zhemgang Dzongkhag, 2022).

Children's FGDs also highlighted about their fear of retaliation by peers. Since school children engage themselves in emotional arguments for every small reasons, it often ends in physical fights. Although the incidents are almost always reported to the teachers/counsellors, peer bullies threaten to punish those who complain to the school authorities. This is further perpetuated when there are no child friendly reporting procedures, which children find it inconvenient to report cases of violence to the school authorities for help.

IDI participants also voiced their concerns by affirming that children face violence as result of peer pressure as below:

In many cases, friends influence each other to drink, smoke and steal. Sometimes they get caught and their parent beat them; sometimes they fight among themselves; and cause violence in the school (Male IDI participant, Gup; and Female IDI participant, Counsellor, 2022).

Alcohol and substance abuse

The children's focus groups asserted that the alienation and discriminatory actions by teachers, exacerbated by the alcohol drinking habits of their parents leads them to abuse alcohol and substance. Students also feel that drinking alcohol and abusing substances is cool and they can relieve their tensions. Once they get into the habit of alcohol/substance abuse, they engage in unruly behaviours shouting and yelling at their friends. They also find this as an easy way to argue and fight with their troublesome peers and teachers.

Similarly, the parent's focus groups underscored that availability and easy accessibility of alcoholic drinks as a factor of violence against children. Many parents or caregivers drink after the hard day's work to relax and for fun and enjoyment. When parents or caregivers indulge in drinking, they not only forget about their responsibilities and ignore children but also commit untold physical and emotional violence by scolding, hitting/beating, abusing and giving heavy household chores to perform. The culture of drinking in community social gatherings, festivals and religious ceremonies is another key triggering factor of violence.

Other than the common reasons cited above, easy access to alcohol and substance/drugs, lack of uniformity in the application and monitoring of school rules and regulations, troubled or dysfunctional family were other reasons as to why children might be subjected to violence at school. The following echoes some of the views of parents and IDI participants:

I think when there is domestic violence at home, a child has to witness it thereby causing mental and emotional disturbances. They loss concentrate on their studies, engages in bad company and develops bad behaviour (FGD participant, Female parent, Dagana Dzongkhag, 2022).

Even though there is rules and regulation in school the student doesn't follow the rules. I think teacher don't care whether the student are violating the rules. When there is no one to look after, the students keep on forming gang and involve in fighting, abusing and bullying other children, smoking, bunking and using foul language within them (FGD participant, Male parent, Zhemgang Dzongkhag, 2022).

Due to easy access, children these days drink and abuse substance for enjoyment and for experiencing new stuffs. When they are drunk they become aggressive and they create problems without any reasons (Female IDI participant, School Counsellor, 2022).

Access to unsafe and unhealthy social media contents

The parents FGD brought to the fore that the widespread access to internet and use of mobile phones is making them engrossed in spending most of their time on social media networks like Facebook, Wechat, Messenger and Tiktok. Likewise the children are also said to engage in various online entertainments like watching movies and playing PUBG. This is further worsened when both parents and children are not aware of the ill effects of social media and proper time use. Moreover, children are made to do most of the household chores while parents engage in gossiping with friends and relatives, depriving them of the much needed time for studies, leisure, play and socialization.

I believe that lack of proper guidance or monitoring by the parents and teachers spoils our children. Uneducated parents don't know what unsafe content is and they let children watch anything on the internet. Many parents also don't know much about the impact of the unsafe contents on children (FGD participant, Male parent, Thimphu Dzongkhag, 2022).

The children's focus groups revealed that due to internet access and mobile phones, they spend a lot of time using mobile phones than do serious study, especially by faking the use of phones as studying or doing

something related school assignments. This could be a causative factor for not only poor academic performance but also to unsafe and unhealthy digital contents.

Causes/underlying factors of VAC in Community or Public Places

Violence against children is not only an issue at homes and school; it is a deeply ingrained with socially accepted practices and norms in the community. The reasons why violence against children is happening in communities or public places acknowledged by many of the parents and children FGD participants are related to unemployment and lack of money, alcohol and substance/drug abuse, exploitation of persons with disabilities and weak implementation of policy and regulations, and lack of awareness and knowledge about reporting.

Unemployment and lack of money

The parent's focus groups and IDI participants noted that due to unemployment and no reliable livelihood options, it is very difficult to earn money for most families. Moreover, irrespective of whether in the rural communities or urban centres, COVID-19 also impacted families by not only posing livelihood difficulties but also by increasing the stress level of parents leading to violence in the homes. Because of such difficulties and lack of income, parents are unable to provide the necessary support and care to their children. A correlation could be drawn that the more a family is in difficult circumstances, the more would be the level of violence. Children of vulnerable families are also more of introverted and are prone to get victimised. When it comes to working in the farm, families are least interested due to smallholdings, climate related risks, lack of innovation and difficulties in obtaining financial/loan support. All of these factors contribute to unemployment and lack of money, thereby increasing the risks of violence against children.

The following are some anecdotal views expressed by some parents in the focus groups and by IDI participants:

“The unemployment problem and lack of reliable livelihood options resulted in financial difficulties. When parent couldn't meet the basic needs of their family, they go through mental stress and usually parent show their frustrations to women and children. Thanks to COVID-19, many people lost their job or faced problem in making a living” (FGD participant, male parent, Thimphu Dzongkhag, 2022).

“Unemployment is increasing every year. The pressure is particularly felt by the youth. With no job, they usually get indulge into bad habits of alcohol and substance abuse. When parents come to know about it, they are scolded, beaten up, and sometimes even neglected” (IDI female participant, School Counsellor, 2022).

“Unemployment is a real issue in our society. Many unemployed person after consuming alcohol engages into fights; some steals; and most of them are stressed. When they are not able to overcome the problem and mental stress of being unemployed, they even do not spent time with their family but creates problem in in the public” (IDI Male participant, Child focal, 2022).

The children's focus group participants reiterated a similar view saying that unemployment due to mismatch of skills with available job opportunities created the income generation problem. The impacts of COVID-19 is also a major contributing factor to the lack of money. It affected individuals and families with no reliable source of income. While most parents faced difficulties with money, children were of the opinion that their

demand for things put pressure to the parents thereby leading to unnecessary verbal aggression/scolding and other forms of violence.

Alcohol and substance/drug abuse

The parent's focus groups and IDI participants indicated that availability and access to alcohol and substances/drugs is a leading cause of violence against children. In addition to alcohol drinking being a common practice in the community, most of the young people and parents also drink alcohol due to lack of employment opportunities or any entrepreneurial opportunities. This general lack of job or livelihood opportunities for young people and adults in the community further aggravates alcohol abuse and its consequent negative impact against both women and children.

“Most of the unemployed young graduates with no job resort to drinking alcohol, including abusing substance/drugs, for enjoyment and to release stress but this usually results in fighting, which affects both women as well as children” (FGD participant, female parent, Zhemgang Dzongkhag, 2022).

“Children these days consume alcohol and abuse substance for the enjoyment and experiencing new stuffs. They become aggressive after getting drunk and create problems without reasons” (IDI Male participant, Child focal, 2022).

Even for the children's focus groups, alcohol and drugs are said to be available everywhere, in the shops, markets, hotels, restaurants and social gatherings. As a culturally accepted habit, both adults and children abuse them to feel high and free themselves from mental stress and anxiety. This not only leads to financial difficulties but also to various kinds of violence such as verbal aggressions, harassment, teasing/eve-teasing, bad touch, physical fights etc. Young people often criticize amongst peers and get into violent physical violence amongst each other in public places.

“Alcohol is cheap and easily available to children. Children under the influence of alcohol usually tease and criticize others for their appearances and by calling nick names resulting into quarrel and fights in public places” (FGD, Male child, Dagana, 2022).

Abuse and Exploitation of persons with disabilities

Although there was no significant findings in as far as abuse and exploitation of persons with disabilities is concerned, some of the FGDs revealed sporadic incidences of discrimination and maltreatment exists in the community.

I believe that some people in the community exploit persons with disabilities with insults, teasing and make fun of their disability (FGD participant, female parent, Zhemgang Dzongkhag, 2022).

When a family takes out the family member with disabilities for a walk, people stare at the disable person as if they have not seen such a person. Although people don't say anything, their uncomfortable staring brings sense of insecurity and sadness to the disabled person as well as to caretaker. (FGD participant, female parent, Zhemgang Dzongkhag, 2022).

Weak implementation of policy and regulations, and lack of awareness and knowledge about reporting

Despite having some good policies, rules, regulations and operational procedures to deal with situations of child protection and violence against children, the parents were of the opinion that there are no proper monitoring and implementation of child protection activities due to lack of human and financial resources. Lack of awareness and understanding about how to report incidences of VAC among the people in the community could be a reason of weak monitoring and implementation. Such a situation is said to promote informal resolution of VAC cases within the community, which could actually be encouraging more violations.

This was reiterated by two separate focus groups, where participants expressed the reasons of violence being weak monitoring and implementation of policy, regulations and activities, which are further exacerbated by lack of awareness and knowledge about how to report. The focus group discussants elaborated on this issue:

I think no proper actions are taken even if someone breaks the law by committing violence against children. There is no proper system to hold those responsible accountable for such crimes. It could be because the people in the community are not aware of the rules and regulations. I feel awareness and implementation of law by concerned authority is weak (FGD participant, male parent, Zhemgang Dzongkhag, 2022).

Most of the people don't know where to report the violence and some time they solve the issue internally. I think there is lack of awareness on how to report the violence like hitting, fighting bullying, underage drinking and teasing (FGD participant, female parent, Zhemgang Dzongkhag, 2022).

Barriers/Obstacles or Risks Factors

The barriers/obstacles or risk factors are categories of reasons or factors as to why some individuals does not perform a behaviour or some institutions like families, organizations and processes hinders behaviour change or increases the likelihood of VAC. These determinants represent an individual's feelings, beliefs, or other elements within his or her environment that support or prevent the behaviour from happening. The following are the findings of barriers/obstacles or risk factors integrated from the KIIs, FGDs and IDIs (see Table 7 below). They are categorised under the key socio-ecological settings of behaviour change. The main purpose of this analysis is for the SBCC strategy to be more effective in strategizing the approach, messages and supporting interventions. It can also be used to focus and guide on behaviours that are particularly difficult to change.

Table 7: Barriers/Obstacles and Risk factors that blocks behaviour change or increases the likelihood of VAC

Socio-ecological settings	Barriers/Obstacles and Risk factors
<i>Individual level (Boys/girls)</i>	1. Loss of parent or family separation/divorce/orphan-hood
	2. Belief about gender based inequality and stigmatization of gender diverse people
	3. Involvement in strenuous or heavy work as part of normal domestic chores
	4. Children's early experience of violence, including witnessing of domestic violence at home
	5. There is low motivation or intention to address VAC as a concern
<i>Family/Household level (Parents/caregivers)</i>	1. Accessibility and the habit of drinking alcohol as being part of a socially accepted norm
	2. There is a notion amongst parents/caregivers that the responsibility for children's upbringing falls solely on teachers than on themselves
	3. There is an expectation of parents (attitude and belief system) that positive behaviour change in children has to be brought about overnight
	4. Farming related stress (crop failure, destruction or climate impacts)
	5. Family stress due to poverty/ unemployment/loan repayment burden
	6. Lack of positive parenting skills and not involving/engaging parents/caregivers and community in VAC prevention
	7. Non-reporting to avert prosecuting the main breadwinner of the family
<i>Community level</i>	1. The attitudes and beliefs of parents/caregivers does not support for addressing VAC ;
	2. Social norms that some forms of control or punishment is necessary for disciplining children;

	3. Community views and attitudes towards childcare and development are deeply nudged by traditional beliefs such as (“Bu roda chha, Nor rangdha chha”...”Gharko chori arka ko sampati”;
	4. Social acceptance to some forms of violence against children, e.g. scolding, criticizing, hitting/beating, name calling,
	5. Common practice of drinking alcohol and substance abuse in homes, schools and community;
	6. Community imposes a social code of silence for sexuality as a taboo subject and sexual abuse to be shameful and embarrassing;
	7. Beliefs about poor community vitality or lack of connectedness and trust within the community;
	8. Prevalence of traditional beliefs and customs such as ‘Ley judre’ (theory of Karma), claiming that one’s present sufferings are a result of past deeds, belief that girls who are able to cross a rolled up ‘Rizi’(drying mat) is a passage for marriage etc.
<i>Institutional level</i>	1. There is a system of working in silos, lacking multi-sectoral approach amongst stakeholders;
	2. Difficulties in changing the mindset of “old lot of teachers” in schools
	3. There is no system of encouraging and involving children in VAC prevention programmes and initiatives
	4. Ineffective response or reporting mechanism for VAC;
	5. Inadequate teaching skills and knowledge on child development
	6. Multi-levels of VAC redressal perpetuates violence by re-victimising the victims again and again
	7. General lack of capacity amongst responsible service delivery agencies (both in government agencies and CSOs) for providing protection services
<i>Policy/legal and Structural Level</i>	1. Despite having relevant legal provisions, major policies concerning children are in draft stage with no legal standing
	2. Weak legal procedures or systems for response or reporting mechanism
	3. The structural set up for child protection lack infrastructures and resource.

Opportunity, Ability/capability, Motivation (OAM)

The OAM model of behaviour is widely used to identify what needs to change in order for a behaviour change intervention to be effective. It identifies three factors that need to be present for any behaviour change to occur: Opportunity, Ability/capability and Motivation. These factors interact over time so that behaviour can be seen as part of a dynamic system with positive and negative feedback loops. The OAM

model represents the observation that at any given moment, a particular behaviour will occur only when the person concerned has the capability and opportunity to engage in the behaviour and is more motivated to demonstrate that behaviour. They are briefly explained below.

• **Opportunity:** *This concerns institutional or structural factors that lie outside the individual and helps to influence an individual's chance to perform the key behaviour or provides the necessary nudge. Key determinants included under this are: policy/legal environment and access/ availability to services. The key question here is...Do they provide the opportunity or chance to perform the behaviours?*

• **Ability/capability:** *This concerns an individual's physical and cognitive capacity to engage or perform the key behaviour. Key determinants under this are: knowledge and skills, social support, roles & decision making. The key question here is...Do they have the ability/capability to perform the behaviours?*

• **Motivation:** *This concerns all those cognitive processes such as drives, wishes, urges, or desires that influence the performance of the key behaviours. Key determinants under this are: attitudes and beliefs, values, competing priorities, intention etc. The key question here is...Do they have the motivation to perform the behaviours?*

Based on the KIIs with central level officials, IDIs with Dzongkhag level officials and FGDs with students in schools and with parents in the communities, the following describes some of the findings.

Opportunity

Policy/legal environment:

With the presence of a conducive legal environment, both KII and IDI respondents were unanimous in asserting that the perceived level of importance for addressing VAC is not so much of an opportunity because despite having the legal instruments there are still no proper policy stands. For instance, in the education sector, the National Education Policy is in still in draft stage and does not respond officially to the legal instruments, facilitating the necessary direction for safety and protection standards set by the relevant laws. The same is true for the National Child Policy which is under preparation.

Access /availability of services: As per the provisions of the law, every aspects of access to and availability of services are to be made available. However, although appreciable strides have been made in case management services, toll free helpline etc., there are still rooms for improvements. In the school setting violence prevention services are provided mainly through counselling programme. This is a very good opportunity that can be tapped through the ongoing positive discipline- psycho-social support counselling, parenting programmes, teacher training etc. Formation of community based action groups such as school based child protection committee etc. could be desirable. There are gaps in the delivery of services due to lack of human resources, capacity and financial resources. There are only a handful of CSOs working on children who could complement the delivery of these services. Parents in particular are also predisposed to the feeling that there is no pressing need for addressing VAC.

Ability/capability

Knowledge and skills of service providers, parents & caregivers: The level of knowledge and skills is an area that calls for continuous upgradation and improvements. KIIs and IDIs indicate that although the level

of knowledge and skills amongst service providers and parents, including the competent authority is quite competent, there are still significant gaps that need to be addressed. In the education sector, although there is adequate knowledge and skills in individual and group counselling, some discrepancies exist in behavioural, mental health, career guidance and addiction due to lack of specialised personnel. Positive parenting programme is an important service alongside the provision of teaching and learning but there are gaps. From the CICL perspective, the first line of contact is the police and the low level of knowledge and skills has led to detentions and even prosecutions. However, now interventions have been made with restorative/reformative approaches. This situation is further compounded when there are no child welfare officers and probation officers, as required by the CCPA. The appointment of women and child focal persons in the line ministries and Dzongkhags as ex-officio staff exacerbates this situation with increasing staff movements and turnover.

Social support mechanisms to parents, families, school institutions and community: Due to weak community vitality and connectedness, the overall situation of social support mechanism between parents, families, institutions is almost non-existent. Even in the schools, there are not much social support mechanisms, except for the SMBs and PTAs, which are mainly concerned with academic issues than for addressing VAC. For example, even if teachers bully or threaten children, there is probably no awareness among the parents and families about the existence of reporting mechanisms that can be used as a recourse without affecting the child. There is also a prevailing misconception that all child care services are provided by the government agencies and CSOs working for children but in reality, local government functionaries and schools struggle to render support services. Support in community-based parenting programmes could be effective support mechanism.

Roles and decision making by parents, families:

Roles clarifications and decision making that concerns the wellbeing of children in the family are usually done jointly by both the fathers and mothers in the household, except for those households which are headed by single persons/parents. It is therefore advisable to target and involve both fathers and mothers to generate a supportive family environment.

Motivation

Attitudes and beliefs on VAC: The general attitudes and beliefs of the people, particularly of the older generation is that some forms of violence is necessary for improving the wellbeing of children. This is pronounced particularly in the rural areas as the people are predisposed to a belief of accepting violence as part of child upbringing. VAC is an intergenerational issue and although changing times calls for a more rights-based and child centered approach to child protection, the present attitudes and beliefs system is not motivating enough for addressing. Focus group discussants also said that this issue needs to be given serious consideration by all to create safe community with nurturing family environments with specialised services. While people react with anger and give due attention to extreme and serious cases of VAC, less serious cases related to some common practice like hitting, beating, shouting, scolding, criticizing etc. are considered to be softer and normalised. Most parents in rural settings are also still influenced by the old ways as they are unaware and does not have knowledge and skills for giving proper guidance on non-violent ways of childcare and protection. In the process, they also loathe to report cases because of its cumbersome process and do not want to get involved. There is a need to break the chain of causative factors through changes in the behaviour and established norms.

Values placed by families/households, community, schools, local governments etc. for addressing VAC:

The families/households/parents have the notion that VAC is not good for their children and they should refrain from it. But in reality, they are unable to practice/demonstrate and relate with the value of a violence free society for children, particularly in the rural areas. Due to lack of proper knowledge and understanding, it is something at the back of the mind only. In the process, people do not accord much value for violence free community for children. The value for addressing also seems to be dependent on the severity of the violence, whereby less serious ones are accorded lesser value and vice versa. If VAC is to be addressed, there is a need for clarification and reinforcement on the values of a violence free society for the families/households, schools and LGs.

Competing priorities- Is addressing VAC a priority at all? In a rural setting, VAC is not considered as a priority due to lack of knowledge and understanding. Even in the schools, priority is mainly seen from the learning achievement point of view than from addressing the violence itself. The parents are unable to rationalise as to how a healthy and happy state of wellbeing contributes to wholesome development of the child. The level of prioritization will be dependent upon how the people understood VAC, its causative /driving factors and its consequences. They would accord higher priority with better understanding but if their understanding is low, the priority could also be low. It is therefore possible that the perceived level of motivation for addressing VAC is positioned a medium level by the central agencies, Dzongkhags and communities, as evidenced from level of budget allocation for addressing violence against children.

Intention- Do service providers, schools, parents/caregivers have the intention to address VAC? While most service providers, parents/caregivers, counsellors have the intention to address VAC as a social ill, there is a need to improve on their level of knowledge, attitudes and practices to reinforce and harmonise with the intention. Unless this is done, challenges and bottlenecks would persist and act as a demotivating factor and a barrier for addressing VAC. Therefore, in order to generate intention, it is suggested to give full responsibility to the service providers such as teachers, local government functionaries and law enforcement along with the necessary resources so that they can seize the opportunity for initiating prevention with the students, parents/caregivers and counsellors and other stakeholders.

Selection of Ideal/Priority Behaviours to address

This step is about doing the selection of the ideal/priority behaviours that emanate from the identification of the VAC types and the causative factors identified at the very beginning of the formative study for developing the SBCC strategy for addressing VAC. In order to do the selection of the ideal/priority behaviour systematically, it is essential to ask the leading question “Why are the behaviours happening?”, which helped to identify the **problem behaviours** based on an understanding derived from the causes/underlying causes of the VAC types. Next, it introduces to **consequences**, which is basically the effect that immediately follows the problem behaviour of interest. The consequences can be used as a lead to reinforce the next **desired behaviour**, which is the reverse of the problem behaviour. At this stage, although it may seem that we have analysed the behaviour well, we need to look at any **barriers/obstacles or risks** that may have the potential of either blocking behaviour change process and/or increase the likelihood of VAC. Here, the main purpose of understanding the barriers/obstacles or risks is for the SBCC strategy to be more effective in terms of strategic approaches, messages and supporting activities. Barriers/obstacles/risk factors can also

be used to strategize interventions that can help to manoeuvre them by changing behaviours that are particularly difficult to evolve. Last but not the least, **Encouraging factors** or **OAM** factors for desired behaviours, represents the observation that at any given point in time, a particular behaviour will evolve only when the person concerned has the opportunity, ability/capability to engage in the behaviour and is more motivated to demonstrate that behaviour.

Using this simple schema for behaviour analysis, an exercise was undertaken to prepare a comprehensive Behaviour Analysis Matrix Table A-1, A-2 and A-3 (see **Annexure I**). The annexure contains a total of 19 Problem Behaviours that emerged and which could potentially be considered for addressing through the SBCC strategy. They are presented under the three important socio-ecological setting of homes/families, schools and community/public places.

The formative study concludes that various forms of violence against children, e.g. physical, emotional, sexual forms are happening at all levels of the homes/families, schools and community/public places.

However, in view of the sheer multiplicity of the emanating problem behaviours, it was felt necessary to further shortlist them in terms of changeability/feasibility to address based on their importance and potential to change.

Despite immense dilemma in the prioritization process, the larger list of problem behaviours were subjected to an extensive discussion in a one day workshop with members of a core working group from the NCWC, MOE, CSOs and SCI. The workshop helped to prioritise a total of 7 priority behaviours to address (see Table 9, 10, 11). Among other criteria used, the Changeability Grid⁵ (Table 8) was used to help put the problem behaviours under consideration in an order of priority.

Table 8: The Changeability Grid

	More Important	Less Important
More Changeable	Priority 1 <i>More Changeable and important behaviours</i> High priority for programme focus	Priority 3 <i>More changeable but less important behaviours</i> Low priority except for demonstrating change for political purpose
Less Changeable	Priority 2 <i>Less changeable but important behaviours</i> Priority for innovative pilot programmes	Priority 4 <i>Less changeable and less important behaviours</i> Low priority

⁵ A Manual on Communication for Water Supply and Environmental Sanitation Programmes, WES Technical Guideline Series-No.7, UNICEF, 1999

Table 9: Prioritised Problem Behaviours to address: Homes/Families

Problem Behaviour	Consequences	Desired Behaviour	Barriers to desired Behaviour	Encouraging factors for desired Behaviour
Parents are said to consider some violence such as scolding, hitting/beating, comparing, name-calling and criticizing as being normal practice	<ol style="list-style-type: none"> 1. Perpetuation of violence 2. Non reporting of violence 3. Considered as “normal” 4. Socio cultural influence on accepting corporal punishment and other forms of violence 5. Such behaviors can be further aggravated under the influence of alcohol 	<ol style="list-style-type: none"> 1. Parents to cease considering violence such as scolding, hitting/beating , comparing and criticizing as being normal practice 2. Parents to understand the emotional impact of pressuring children and comparing them to others to understand that punishment is what inflicts emotional and physical pain 3. Parents to avoid the use of alcohol around children and understand the adverse impact of alcohol 	<ol style="list-style-type: none"> 1. Lack of knowledge and skills on childcare and protection 2. The view that some violence against children are not severe and they are necessary for their upbringing 1. Discourages reporting 	<ol style="list-style-type: none"> 1. Supportive programmes and services in place to address VAC 2. There is a Parenting without Violence Toolkit ready for use in Bhutan
Single parents maybe unable to give quality time and attention to	<ol style="list-style-type: none"> 1. Single parenting difficulties 2. Lack of time for childcare 	Single parents to balance responsibilities between work and	<ol style="list-style-type: none"> 1. Children are left mostly on their own without much supervision 	Government and CSOs willing to support and address women and child related issues

childcare practices due to lack of time (busy pre-occupation in work) and divided responsibilities of being the sole income earner and childcare	<ol style="list-style-type: none"> 3. Remarriage 4. Child neglect and maltreatment 5. Sexual exploitation of children due lack of parental care and unsupervised stay at home 	childcare equally	<ol style="list-style-type: none"> 2. Lack of women and child friendly work environment 3. Financial constraints for adopting alternative care for children 4. Lack of reliable livelihood options 5. Lack of parenting knowledge and skills 	
Parents provide mobile phones to their school going children for online learning during COVID-19 pandemic but its use is not controlled or regulated.	<ol style="list-style-type: none"> 1. Access to online lessons made easy 2. Addiction to online games and entertainments 3. Exposure to risky and unsafe digital contents 4. all of the above could lead to cyberbullying/online abuse and sextortion 	<ol style="list-style-type: none"> 1. Parents and children to understand the ill effects/impacts of social media and utilize controlled access to internet and mobile use 2. Parents and teachers have a coordinated monitoring mechanism to ensure children do not use online lessons as an excuse to access the internet 	<ol style="list-style-type: none"> 1. Adverse effects of COVID-19 on teaching/learning 2. No proper control mechanisms in place to ensure online safety to children 3. Role of parents not understood clearly 	<ol style="list-style-type: none"> 1. Supportive policy for use of mobile platform for remote school learning in place 2. Social media Policy for risk management in place 3. improved awareness on cyberbullying/online abuse and sextortion

Table 10: Prioritised Problem Behaviours to address: Schools

Problem Behaviour	Consequence	Desired Behaviour	Barriers to desired Behaviour	Encouraging factors for desired Behaviour
Teachers knowledge and skills are reportedly not attuned to positive child friendly teaching and they instil fear of punishment/reprimand to students if they score low marks or commit any disciplinary offenses	<ol style="list-style-type: none"> 1. Low self-esteem and motivation of students 2. Loss of interest in studies 3. Corporal punishment 4. School dropout and absenteeism 5. Resort to substance abuse 	<ol style="list-style-type: none"> 1. Teachers apply appropriate child-centred positive teaching/learning/motivational techniques, rife with positive discipline. 2. Teachers know about the importance of child safety and protection 3. Teachers learn self-care and wellbeing skills 	<ol style="list-style-type: none"> 1. Inadequate capacity building/professional development for teachers on child protection. 2. Inadequate teachings staffs at schools 3. Lack of expertise in delivering effective counselling services 	<ol style="list-style-type: none"> 1. Presence of teacher's code of conduct for child friendly teaching and learning, including ban on COP 2. Education sector is supportive of ending violence in schools
Students abuse alcohol and drugs/substance as a direct method of dealing with their family problems, school study, peer pressure, etc. that they are subjected to by their parents, teachers and peers	<ol style="list-style-type: none"> 1. Health risks 2. Poor academic performance 3. Isolation and rejection by family, friends, and teachers 4. Withdrawals and hallucinations 5. Peer violence 6. Rule breaking and reprimand by teachers 	<ol style="list-style-type: none"> 1. Students learn to refrain from abusing alcohol and drugs/substances 2. Teachers refrain from alienating and 	<ol style="list-style-type: none"> 1. Easy accessibility of alcohol and drugs in the market 2. Parents are not aware of the ills of alcohol and substance abuse and its impact on children's psychosocial wellbeing 	<ol style="list-style-type: none"> 1. Supportive policy of the education sector and motivation of counsellors to address the issue 2. Priority for counselling and guidance in schools

		discriminating students	3. Non availability of counselling services in some schools	
		3. Student develop awareness about mutual respect and positive social interaction to reduce the incidences of quarrelling, bullying, gang and physical fights among students	4. In adequate capacity and skills of counsellors	

Table 11: Prioritised Problem Behaviours to address: Community/Public Places

Problem Behaviour	Consequence	Desired Behaviour	Barriers to desired Behaviour	Encouraging factors for desired Behaviour
Most uneducated rural people (fathers/mothers/young people) are not aware of the severity of VAC and accept them as something normal or not serious.	<ol style="list-style-type: none"> 1. Non or under-reporting of VAC 2. No proper support for victims and treating them as a disgrace to the family 3. Bold and daring behaviour to cause harm/abuse 4. Sexual abuse considered as embarrassment to family/society 	<ol style="list-style-type: none"> 1. Understand the seriousness of all forms of VAC and realize the importance of reporting 2. Know that all forms of VAC is a crime, including sexual violence 	<ol style="list-style-type: none"> 1. Sexual violence /other forms of violence accepted as something normal 	<ol style="list-style-type: none"> 1. Addressing VAC in general and ending sexual violence in particular is a top priority 2. It is an abhorred subject and laws are adequately responsive to its seriousness...law consider it as a first degree offence/crime

	as a taboo subject	<ul style="list-style-type: none"> 3. Enhanced level of knowledge about sex and sexuality 4. Reduce stigmatization and alienation of victims of violence abuses 		<ul style="list-style-type: none"> 3. Access to support system is quite easy and satisfactory
Children are unable to report incidences of violence to police or other agencies due to fear and anxiety	<ul style="list-style-type: none"> 1. Leads to follow the social code of silence and non-reporting 2. Depression and suicide 3. Long term impact on child development 	<ul style="list-style-type: none"> 2. Children come forward to report incidences of violence without any fear 3. Children to speak and seek support openly 	<ul style="list-style-type: none"> 1. Cumbersome procedures for reporting and possible obligations/conditions attached to it 2. Lack of confidentiality 3. Multiple levels of re-victimizations to victims 	<ul style="list-style-type: none"> 1. Case Management procedures in place 2. Competent authorities and stakeholders have the intention to act 3. Presence of legislative/legal framework for supporting child protection

Recommendations for design of SBCC strategy

Based on the types of VAC identified, their causative factors and the concurrent Behaviour Analysis which identified 19 Problem Behaviours, it is recommended to prepare the SBCC strategy to address the 7 priority behaviours prioritised by the technical working group.

The formative study therefore recommends that the SBCC strategy be designed based on the following problem behaviours or key issues:

Homes/Families

1. Parents are said to consider some violence such as scolding, hitting/beating, comparing, name-calling and criticizing as being normal practice;
2. Single parents are unable to give quality time and attention to childcare practices due to lack of time (busy pre-occupation in work) and divided responsibilities of being the sole income earner and single parent;
3. Parents provide mobile phones to their school going children for online learning during COVID-19 pandemic but its use is not controlled or regulated.

Schools

1. Teachers knowledge and skills are reportedly not attuned to positive child friendly teaching as they instil fear of punishment/reprimand to students if they score low marks or commit any disciplinary offenses;
2. Students abuse alcohol and drugs/substance as a direct method of dealing with their pain and worries due to family problems, school study etc. that they are subjected to by their parents, teachers and peers.

Community/Public places

1. Most uneducated rural people (fathers/mothers/young people) are not aware of the severity of VAC and accept them as something normal or not serious;
2. Children are unable to report incidences of violence to police or other agencies due to fear and anxiety.

Segmentation of Target Participants

Based on the various types of VAC prevailing and their causative factors and an understanding of the key problem behaviours, their consequences, the desired behaviours, barriers/obstacles or risks, including encouraging factors or opportunity, abilities, motivations, it becomes clearer as to who are the target participants or partners for the SBCC strategy. This step helped to define and segment the target participants or partners in creating the needed supportive environment for practising the desired behaviour over the period of the project and beyond.

Therefore, for this SBCC strategy for addressing VAC, the identification and segmentation of the target participants is based on the most commonly followed process of segmenting in three key major groups.

The direct beneficiary or the **primary participants** are at the centre of the SBCC intervention. It must be noted here though that sometimes, the direct beneficiary or the primary participant is not the same as the primary participant when it comes to behaviour change issues. For example, the beneficiary or the primary participant is the child, but in order for that child to be fully protected from all forms of violence, it is the parent's and caregiver's attitude and behaviour that is critical in achieving the desired change. In this case, the parent or the caregiver becomes the primary participant. The **secondary participants** comprise of individuals who have the most influence on the beneficiary by supporting the primary participant to evolve the desired behaviour, for example, mother-in-laws and grandparents etc. Finally, at the outermost level of the socio-ecological environment are the **tertiary participants** who comprise of those participants are those whose actions indirectly help or hinder the behaviours of other participants, which reflects the broader social, cultural and policy factors that create an enabling environment to sustain the desired behaviour change. These will be the organizations, groups, associations or networks which are the partners and allies supporting the secondary and primary participants. The table 12 shows this analysis.

Table 12: Target Participants

Primary Participants	Secondary Participants	Tertiary Participants
Children (In-school)	Mother-in-laws	NCWC
Children (Home, ECCD & Out-of-school)	Grandparents	MOE
Mothers	D/T WCC Focals	GNHC
Fathers	Gup/GAOs	Nazhoen Lamtoen
	School Principals	RENEW
	School Counsellors	Lam Netens
	CSO Workers	Dzongda
	ECCD Facilitators	RBP
		OAG
		Media

Objectives of the SBCC Strategy

The purpose of designing the objectives is an effort to ameliorate the selected priority problem behaviours by designing the SBCC strategy for addressing VAC. The objectives are meant to convey exactly what we want the intended target participants to KNOW, FEEL and DO. They are presented under the respective three social settings of Homes/Family, Schools and Community/Public Places.

Homes/Family setting

Parents are said to consider some violence such as scolding, hitting/beating, comparing, name-calling and criticizing as being an acceptable normal practice.

Objectives:

- Parents should know about the various types of VAC and their seriousness or consequences on the rights and wellbeing of children;
- Parents should feel that some violence such as scolding, hitting/beating, comparing, name-calling and criticizing are as unacceptable as for all forms of VAC;
- Parents should practice and/or demonstrate that even violence such as scolding, hitting/beating, comparing, name-calling and criticizing are unacceptable and not normal.

Single parents are unable to give quality time and attention to childcare practices due to lack of time (busy pre-occupation in work) and divided responsibilities of being the sole income earner and single parents.

Objectives:

- Single parents should know about the importance of giving proper childcare practices and their consequences;
- Single parents should feel that their inability to give quality time, supervision and attention to their children has detrimental impacts on their safety and wellbeing;
- Single parents should balance responsibilities between work and childcare equally.

Parents provide mobile phones to their school going children for online learning during COVID-19 pandemic but its use is not controlled or regulated.

Objectives:

- Parents should know about the ill-effects/impacts of the use of internet, mobile phones and social media;
- Parents should feel that the unregulated use of internet, mobile phones and social media have detrimental impacts on children's learning, safety and wellbeing;

- Parents and teachers should adopt a regulated monitoring mechanism for the use of internet, mobile phones and the social media.

School setting

Teachers knowledge and skills are reportedly not attuned to positive child friendly teaching as they instil fear of punishment/reprimand to students if they score low marks or commit any disciplinary offenses.

- Teachers should know about the importance of child-centred or child-friendly teaching/learning and motivational techniques;
- Teachers should feel that the lack of child-centred or child-friendly teaching/learning and motivational techniques have detrimental impacts on children's safety and wellbeing;
- Teachers should acquire and demonstrate child-centred or child-friendly teaching/learning and motivational techniques, including self-care and wellbeing skills.

Students abuse alcohol and drugs/substance as a direct method of dealing with their pain and worries due to family problems, school study etc. that they are subjected to by their parents, teachers and peers.

- Students should know about the impacts or consequences of alcohol and drugs/substance abuse, particularly on their health, academic study and relationships with family, friends and teachers;
- Students should feel that abuse of alcohol and drugs/substance have negative impacts on their health, academic study and relationships with family, friends and teachers;
- Students should refrain from abusing alcohol and substances as demonstrated through improved awareness, positive relationships and reduction in incidences of quarrelling, bullying, gang and physical fights etc.

Community/ Public Places setting

Most uneducated rural people (father/mothers/young people) are not aware of the severity of VAC and accept them as something normal or not serious.

Objectives:

- Rural people, mostly those uneducated (father/mother/young people) should know about the various types of VAC, their severity and acknowledge them as being unacceptable;
- Rural people, mostly those uneducated (father/mother/young people) should know that sex and sexuality is not a taboo or embarrassing subject;
- Rural people, mostly those uneducated (father/mother/young people) should feel that VAC, including sexual abuse and exploitation are serious and unacceptable;
- Rural people, mostly those uneducated (father/mother/young people) should demonstrate that all forms of VAC is a crime by reducing incidences of violence, stigma and alienation of victims.

Children/young people are unable to report incidences of violence to police or other agencies due to fear and anxiety.

- Children/young people should know about the procedures of reporting incidences of VAC to police and other agencies working for children;
- Children/young people should feel the reporting process is simple, child-friendly and confidential without any conditions or obligations;
- Children/young people should demonstrate a higher level of ease and confidence in reporting incidences of VAC to police and other agencies working for children.

SBCC Strategy for addressing VAC

This step in the development of SBCC strategy is perhaps the most challenging as it calls for great degree of creative thinking. The purpose of the strategy is for evolving necessary behavioural changes in the knowledge, attitudes, behaviour and practices of the target participants, so as to enable addressing the violence against children.

Table 13a, 13b and 13c: below presents a snapshot of the SBCC Strategy. The strategy is mainly informed by the formative study data which identified the common VAC types, the causative/underlying factors or reasons, barriers/risk factors, opportunity, abilities/capability, motivations and the emerging problem behaviours based on the behavioural analysis and prioritisation. The target participants and the objectives are also formulated based on these findings.

The SBCC strategy is therefore derived from the prioritised problem behaviours at the three main socio-ecological settings of homes/family, schools and community/public places and further harmonised with the good virtues of existing operational administrative set up at the National, Dzongkhag and Gewog levels, which can also be helpful for tapping the opportunities of an efficient implementation, beginning at the national level and cascading down to the pilot Dzongkhag levels and then finally at the Gewog level.

As shown in the tables, efforts have been made to provide an at-a-glance overview of the SBCC strategy. It starts with the prioritised problem behaviour to address with its concomitant target participants, objectives, message areas and the suggested SBCC approaches and methods at the National, Dzongkhag and Gewog levels. For example, while the national level approaches and methods could create an umbrella of supportive environment for implementing the strategy by linking the behavioural problems/issues to the aims and aspirations of addressing or ending VAC; a staged behaviour change process at the Dzongkhag and Gewog levels could help to address the problem behaviours at the homes/family, schools and community/public places.

A caveat to be borne in mind is however the fact that the SBCC strategy alone will not be able to evolve all the desired behavioural change. Environmental factors related to level of support from stakeholders, availability of resources, level of participation from the Dzongkhag and Gewog administrations, schools, community members and involvement of children themselves will be critical.

Table 13a: SBCC Strategy > Homes/Family Setting

Prioritised Problem behaviour to address	Target Participants	Objectives	Message Areas to consider	Media/ Channels	Suggested SBCC Approaches/Methods		
					National Level	Dzongkhag Level	Gewog Level
<ul style="list-style-type: none"> Parents/caregivers are said to consider some violence such as scolding, hitting/beating, comparing, name-calling and criticizing as being an acceptable normal practice. 	<ul style="list-style-type: none"> Mothers Fathers Mother-in-laws Father-in-laws Grandparents Gups/GAOs, DWCC Focal School Principals Teachers School Counsellors CSO workers 	<ul style="list-style-type: none"> Parents/caregivers should <i>know</i> about the various types of VAC and their seriousness or consequences to the rights and wellbeing of children; Parents/caregivers should <i>feel</i> that some violence such as scolding, hitting/beating, comparing, name-calling and criticizing are as unacceptable as for all forms of VAC; Parents/caregivers should <i>practice and/or demonstrate</i> that even violence such as scolding, hitting/beating, comparing, name-calling and criticizing are unacceptable. 	<ul style="list-style-type: none"> Common prevalent types of VAC; Consequences or harmful effects of VAC; No violence against children is acceptable; Parents/caregivers to reject existing notions/beliefs that some forms of VAC are acceptable because all forms of VAC are unacceptable. 	<ul style="list-style-type: none"> BBS TV- video clips Social media (Facebook, Wechat, Telegram, Messenger, Tiktok, Instagram) Songs/Dance/Drama BBS Radio spots Small media printed materials 	<ul style="list-style-type: none"> Use TV/Radio to clarify misconceptions (TV/Radio spots, print media) Recruit national level influential social celebrities Use social media handles of stakeholder agencies Publish human interests stories Organize sensitization meetings with all stakeholders and media 	<ul style="list-style-type: none"> Organize sensitization meetings to clarify misconceptions with parents/caregivers on VAC Recruit Dzongkhag level influential social figures ; Use social media handles of the Dzongkhag administrations Organize capacity building on child protection with Principals, teachers, school counsellors, CSO workers 	<ul style="list-style-type: none"> Organize sensitization meetings to clarify misconceptions with parents/caregivers on VAC, through Gewog level influential figures ; Use social media handles of the Gewog administrations Organize capacity building on child protection with parents groups

<ul style="list-style-type: none"> • Single parents are unable to give quality time and attention to childcare practices due to lack of time (busy pre-occupation in work) and divided responsibilities of being the sole income earner and single parent; 	<ul style="list-style-type: none"> • Single parents (Fathers or mothers) • Mother-in-laws • Grandparents • Gups/GAOs, • DWCC Focal • School Principals • Teachers • School Counsellors 	<ul style="list-style-type: none"> • Single parents should know about the importance giving proper childcare practices and their consequences; • Single parents should feel that their inability to give quality time, supervision and attention to their children has detrimental impacts on their safety and wellbeing; • Single parents should balance responsibilities between work and childcare equally. 	<ul style="list-style-type: none"> • Importance of childcare and development • Consequences of not providing proper childcare and development • Balancing between job/work responsibilities and childcare at home. 	<ul style="list-style-type: none"> • BBS TV- video clips • Social media (Facebook, Wechat, Telegram, Messenger, Tiktok, Instagram) • Songs/Dance/Drama • BBS Radio spots • Small media printed materials 	<ul style="list-style-type: none"> • Use TV/radio to advocate and lobby on the need for more single parent friendly working conditions (TV/Radio spots, print media) for children's safety and wellbeing at home • Use social media handles of stakeholder agencies • Publish human interests stories • Organize sensitization meetings with school principals, teachers and parents groups 	<ul style="list-style-type: none"> • Organize Dzongkhag level forums to inform and sensitize on the need for more single parent friendly community support • Organize sensitization meetings with school principals, teachers and parents groups • Support to organize community mobilization for generating support to single parents with child friendly activities 	<ul style="list-style-type: none"> • Lobbying with community based CSO workers for single parent friendly community support; • Use social media to inform and sensitize on single parent friendly community support • Organize sensitization meetings and trainings to Gups, school principals, teachers and parents groups
<ul style="list-style-type: none"> • Parents provided mobile phones to their school going children for online learning during COVID-19 pandemic but its use is not controlled or regulated, posing online risks. 	<ul style="list-style-type: none"> • Fathers • Mothers • Mother-in-laws • Grandparents • Gups/GAOs, • DWCC Focal • School Principals • Teachers 	<ul style="list-style-type: none"> • Parents should know about the advantages and disadvantages of use of internet, mobile phones and social media; • Parents should feel that the unregulated use of internet, 	<ul style="list-style-type: none"> • Violence against children in the digital environment (Internet/online safety) • The impact unregulated internet/online risks to children's learning, safety 	<ul style="list-style-type: none"> • BBS TV-video clips • Social media (Facebook, Wechat, Telegram, Messenger, Tiktok, Instagram) • Songs/Dance/Drama • BBS Radio spots • Small media printed 	<ul style="list-style-type: none"> • Use TV/radio to inform and educate on advantages and disadvantages of use of internet, mobile phones and social media (TV/Radio 	<ul style="list-style-type: none"> • Organize Dzongkhag level sensitization on the advantages and disadvantages of use of internet, mobile phones and social media • Produce print media materials on children's 	<ul style="list-style-type: none"> • Lobbying with community based CSO workers for single parent friendly community support; • Use social media to inform and sensitize on single parent friendly

	<ul style="list-style-type: none"> • School Counsellors 	<p>mobile phones and social media have detrimental impacts on their learning, safety and wellbeing;</p> <ul style="list-style-type: none"> • Parents and teachers should adopt a regulated monitoring mechanism for the use of internet, mobile phones and the social media. 	<p>and wellbeing</p> <ul style="list-style-type: none"> • Role of parents/caregivers and schools in regulating proper use of internet/mobile phones 	<p>materials</p>	<p>spots, print media) for children's online safety at home and schools</p> <ul style="list-style-type: none"> • Use social media handles of stakeholder agencies • Publish human interests stories • Organize sensitization discussions with parents groups, school principals, teachers and with school children 	<p>online safety at home and schools</p> <ul style="list-style-type: none"> • Use social media networks like Wechat, Telegram to reach parents in the community • Reports with human interests stories • Organize sensitization discussions with parents groups, school principals, teachers and with school children 	<p>community support</p> <ul style="list-style-type: none"> • Organize sensitization meetings with Gups, school principals, teachers and parents groups • Online safety training to school principals, teachers and parents groups
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Table 13 b: SBCC Strategy > Schools Setting

Prioritised Problem behaviour to address	Target Participants	Objectives	Message Areas to consider	Media/ Channels	Suggested SBCC Approaches/Methods		
					National Level	Dzongkhag Level	Gewog Level
<ul style="list-style-type: none"> Teachers knowledge and skills are reportedly not attuned to positive child friendly teaching as they instil fear of punishment/reprimand to students if they score low marks or commit any disciplinary offenses 	<ul style="list-style-type: none"> School Principals Teachers School Counsellor Children (in-school) Parents 	<ul style="list-style-type: none"> Teachers should know about the importance of child-centred or child-friendly teaching/learning and motivational techniques; Teachers should feel that the lack of child-centred or child-friendly teaching/learning and motivational techniques have unfavourable impacts on children's self-esteem, motivation and learning achievement, which also triggers violence; Teachers should acquire and demonstrate child-centred or child-friendly teaching/learning 	<ul style="list-style-type: none"> Merits of child cantered teaching/learning and motivational skills; The consequences of VAC due to lack of child-friendly teaching/learning and motivational techniques; Importance of self-care and wellbeing skills for teachers 	<ul style="list-style-type: none"> BBS TV-video clips Social media (Facebook, Wechat, Telegram, Messenger, Tiktok, Instagram) Songs/Dance/Drama BBS Radio spots Small media printed materials 	<ul style="list-style-type: none"> Use TV/radio to promote child-centred or child-friendly teaching and learning and motivational techniques (TV/Radio spots, small print media) Use social media handles of stakeholder agencies Publish human interests stories 	<ul style="list-style-type: none"> Organize sensitization meetings to promote child-centred or child-friendly teaching and learning and motivational techniques, at the Dzongkhag level; Use social media handles of the Dzongkhag administrations and popular social media networks; Organize capacity building activities on child-friendly teaching/learning and motivational techniques, including self-care and wellbeing skills for school principals, school counsellors and CSO workers 	<ul style="list-style-type: none"> Organize sensitization meetings to promote child-centred or child-friendly teaching and learning and motivational techniques, at the Gewog level; Use social media handles of the Dzongkhag administrations Organize capacity building activities on child-friendly teaching/learning and motivational techniques, including self-care and wellbeing skills for school teachers and parents groups

		and motivational techniques, including self-care and wellbeing skills.					
<ul style="list-style-type: none"> Students abuse alcohol and drugs/substance as a direct method of dealing with their pain and worries due to family problems, school study etc. that they are subjected to by their parents, teachers and peers. 	<ul style="list-style-type: none"> School Principals Teachers School Counsellor Children (in-school) Parents 	<ul style="list-style-type: none"> Students should know about the impacts or consequences of alcohol and drugs/substance abuse, particularly on their health, academic study and relationships with family, friends and teachers; Students should feel that abuse of alcohol and drugs/substance have negative impacts on their health, academic study and relationships with family, friends and teachers; Students should refrain from abusing alcohol and substances as demonstrated through improved awareness, 	<ul style="list-style-type: none"> The dangers and consequences of alcohol and substances use-health, academic study and relationships Preventive measures for alcohol and substance abuse among students, including resilience approaches Prevention starts from parents-Helping parents start preventive actions 	<ul style="list-style-type: none"> BBS TV- video clips Social media (Facebook, Wechat, Telegram, Messenger, Tiktok, Instagram) Songs/Dance/Drama BBS Radio spots Small media printed materials 	<ul style="list-style-type: none"> Use TV/radio to raise awareness about the dangers and consequences of alcohol and substance abuse (TV/Radio spots, small print media) Use social media handles of stakeholder agencies Publish human interests stories with call for action by parents and school authorities 	<ul style="list-style-type: none"> Organize sensitization meetings to raise awareness about the dangers and consequences of alcohol and substance abuse at the Dzongkhag level; Use social media handles of the Dzongkhag administrations and popular social media networks; Organize capacity building activities to teachers and counsellors 	<ul style="list-style-type: none"> Organize sensitization meetings to raise awareness about the dangers and consequences of alcohol and substance abuse at the Gewog level; Use social media handles of the Gewog administrations and popular social media networks; Organize capacity building activities to parents.

		positive relationships, improved learning, and reduction in incidences of quarrelling, bullying, gang, physical fights etc.					
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Table 13 c: SBCC Strategy > Community/Public Places Setting

Prioritised Problem behaviour to address	Target Participants	Objectives	Message Areas to consider	Media/ Channels	Suggested SBCC Approaches/Methods		
					National Level	Dzongkhag Level	Gewog Level
Most uneducated rural people (fathers/mothers/young people) are not aware of the severity of VAC and accept them as something normal or not serious;	Parents (Fathers/Mothers- rural) Young people Mother-in-laws Grandparents	<ul style="list-style-type: none"> Rural people, mostly those uneducated (father/mother/young people) should know about the various types of VAC, their seriousness and acknowledge them as being unacceptable; Rural people, mostly those uneducated (father/mother/young people) should know that sex and sexuality is not a taboo or embarrassing subject; Rural people, mostly those uneducated (father/mother/young people) should feel that VAC, including sexual abuse and exploitation are serious and 	<ul style="list-style-type: none"> Common prevalent types of VAC; Consequences or harmful effects/severity of VAC; Attaching taboo/embarrassment to sex and sexuality can perpetuate VAC, particularly sexual abuse and exploitation All VAC are serious crimes and no VAC is acceptable; 	<ul style="list-style-type: none"> BBSTV-video clips Social media (Facebook, Wechat, Telegram, Messenger, Tiktok, Instagram) Songs/Dance/Drama BBS Radio spots Small media printed materials 	<ul style="list-style-type: none"> Use TV/Radio to inform about commonly prevalent types of VAC and their harmful consequences or severity (TV/Radio spots, print media) Recruit national level influential social leaders Use social media handles of stakeholder agencies Publish human interests stories from the field Organize sensitization meetings with rural parent 	<ul style="list-style-type: none"> Organize sensitization meetings to inform about commonly prevalent types of VAC and their harmful consequences or severity Recruit Dzongkhag level influential social leaders; Use social media handles of the Dzongkhag administrations Organize sensitization on commonly prevalent types of VAC and their harmful consequences or severity 	<ul style="list-style-type: none"> Organize sensitization on commonly prevalent types of VAC and their harmful consequences or severity through Gewog level influential figures Use social media handles of the Gewog administrations and other social media networks

		unacceptable; • Rural people, mostly those uneducated (father/mother/young people) should demonstrate that all forms of VAC is a crime by reducing incidences of violence, stigma and alienation of victims.			groups and young people		
Children/young people are unable to report incidences of violence to police or other agencies due to fear and anxiety.	<ul style="list-style-type: none"> • Children (in-school, home, ECCD and Out-of-school) • Fathers • Mothers • Mother-in-laws • Grandparents 	<ul style="list-style-type: none"> • Children/young people should know about the procedures of reporting incidences of VAC to police and other agencies working for children; • Children/young people should feel the reporting process is simple, child-friendly and confidential without any conditions or obligations; • Children/young people should demonstrate a higher level of ease and confidence in reporting incidences of VAC to police and other agencies working for children. 	<ul style="list-style-type: none"> • The legal context of reporting VAC • Existing procedures of reporting VAC • Confidentiality, conditions and obligations of reporting 	<ul style="list-style-type: none"> • BBS TV-video clips • Social media (Facebook, Wechat, Telegram, Messenger, Tiktok, Instagram) • Songs/Dance/Drama • BBS Radio spots • Small media printed materials 	<ul style="list-style-type: none"> • Use TV/radio to raise awareness about the legal context of reporting VAC, existing procedures of reporting, confidentiality, conditions and obligations of reporting (TV/Radio spots, small print media) • Use social media handles of stakeholder agencies 	<ul style="list-style-type: none"> • Organize sensitization to raise awareness about the legal context of reporting VAC, existing procedures of reporting, confidentiality, conditions and obligations of reporting; • Use social media handles of the Dzongkhag administrations and popular social media networks; • Organize sensitization to students, 	<ul style="list-style-type: none"> • Organize sensitization to raise awareness about the legal context of reporting VAC, existing procedures of reporting, confidentiality, conditions and obligations of reporting at the Gewog level; • Use social media handles of the Gewog administrations and popular social media networks; • Organize capacity

						children at home, Out-of-school children, ECCD facilitators, teachers and counsellors	building activities to fathers, mothers, mother-in-laws, grandparents.
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Activity Implementation Plan

Based on the SBCC strategy that has been prepared for addressing VAC, the next step is the preparation of a Activity implementation plan. The purpose here is to amplify the strategy, giving it the details it needs to make it implementable and achieve the objectives. For this SBCC Strategy, it is best to derive the activities from Table 14 a, 14 b and 14 c above, which is basically related to the problem behaviours that were prioritized, and most importantly the objectives. The resulting Activity Implementation Plan is therefore prepared based on the priority problem behaviours to address basis. It could have tentative activities listed in a chronological order with timelines and funding/financial requirement. The plan also outlines who is responsible for what (individual or agencies) but actual final activities could also be planned in close collaboration and co-ordination by SC-BCO, NCWC, MOE and other partner agencies.

In this regard, it cannot be over-emphasized here as to how important it is that the Activity Implementation Plan be a product of team effort that harmonizes with the project “Empowering Communities to address VAC in Bhutan”. Therefore, this SBCC Strategy for addressing VAC is built on the premise that implementation of activities is undertaken in a truly collaborative manner.

The following is a suggested Activity Implementation Plan (see Table 14).

Table 14: Activity Implementation Plan

Activities	Location	2022				2023				2024				Responsible	Budget (Nu.)
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
Preparatory Phase															
1. Formation of a Steering Committee with TOR for guiding the implementation of the SBCC strategy for addressing VAC	Thimphu													NCWC, MOE, SCI-BCO,	
2. Recruitment of a Creative firm/Media-materials Specialist to prepare and guide the Steering Committee	Thimphu													SCI-BCO, NCWC, MOE	
3.Planning and Preparation of all SBCC-VAC media materials production, including plans for social media use (TV spots, video shorts for YouTube, Tiktok, radio spots, songs/dance/drama)	Thimphu													Creative firm and Partners	
4.Production of all SBCC –VAC media materials, including social media contents/blurbs, video clips, video shorts etc.	Thimphu													Creative firm + Partners	
5. Commissioning of Human Interest story writing/reporting related to the problem behaviours identified/prioritized for publishing in Kuensel, The Bhutanese, Websites, Social media handles of partner agencies	Thimphu													NCWC, SCI-BCO	
6. Recruit/enlist national level and Dzongkhag level social celebrities/religious leaders	Thimphu													NCWC, SCI-BCO,	
7.Planning and preparation for launch of the SBCC strategy for addressing VAC and simultaneous roll out in pilot Dzongkhags on the same day (<i>media materials to be produced and delivered to all pilot Dzongkhags before the launch</i>)	Thimphu													Creative firm, NCWC, SCI-BCO, +Other partners and Pilot Dzongkhags	

Implementation Phase

8. Simultaneous launch of the strategy for addressing VAC in 3 pilot Dzongkhags	Thimphu, Dagana, Zhemgang													SCI-BCO, NCWC +Other partners and Pilot Dzongkhags	
9. Organize sensitization meetings at the Dzongkhags and Gewogs levels for all Dzongkhag and Gewog level leaders	Thimphu, Dagana, Zhemgang													NCWC, CSO, SCI-BCO, and Pilot Dzongkhags	
10. Organize sensitization meetings at the Gewog levels (for all Gewog level LG leaders and influential persons)	Thimphu, Dagana, Zhemgang													NCWC, CSO, SCI-BCO, Dzongkhag Adm.	
11. Preparation and organization of capacity building/trainings on child protection, child friendly teaching/learning, motivational skills, including self-care and wellbeing skills for Principals, teachers, school counsellors and CSO workers	Thimphu, Dagana, Zhemgang													NCWC, MOE, SCI-BCO,	
12. Organize capacity building/trainings on child protection and addressing VAC for parents groups and community leaders	Thimphu, Dagana, Zhemgang													NCWC, MOE, SCI-BCO,	
13. Support Dzongkhag and Gewog administrations and schools to plan and implement activities to reinforce the SBCC strategy to address VAC in their own localities.	Thimphu, Dagana, Zhemgang													NCWC, MOE, SCI-BCO, and Pilot Dzongkhags	
M&E phase															
14. Form an M&E Committee and develop M&E Plan with indicators	Thimphu													NCWC, MOE, SCI-BCO,	
15. Monitor implementation of activities	Thimphu, Dagana, Zhemgang													NCWC, MOE, SCI-BCO,	
16. Undertake Evaluation of the SBCC strategy for addressing VAC	Thimphu,													NCWC, MOE, SCI-BCO,	

A word about Monitoring and Evaluation

Monitoring and Evaluation is a process or a system used for measuring, managing and communicating the performance of a programme, project or a campaign over time. It involves the collection, analysis and interpretations of data related to the measurement of inputs, activities, outputs, outcomes and impacts/results. In the case of this SBCC strategy for addressing VAC, it becomes an imperative to plan properly and assess using reliable monitoring and evaluation indicators.

One useful method is the Results-Based Monitoring and Evaluation. It begins by looking at the overall problem/issue of VAC and asks the basic question- Is the intervention likely to ameliorate it? Are the objectives of the SBCC strategy being achieved? And how are the activities implemented? Are the achievements derived from the inputs, outputs causally linked to the changes in the outcomes by addressing or reducing the kinds of violence being faced by the children in the homes/family, schools and community.

Here, it would be useful to remember that while monitoring addresses “inputs”, “activities” and “outputs”, evaluation assesses and measures changes at the outcomes and impacts levels. In terms of who does what for monitoring and evaluation, it is normally the officials/staff of both the government partner agencies as well as the donor agency who does the monitoring while evaluations are usually done by external and independent individuals. This basic premise needs to be kept in mind while preparing the Monitoring and Evaluation plan, which can best be done once the M&E Committee is formed and a detailed M&E plan is finalised in synch with the project’s logical framework. Refer to Table I5 for a suggested M&E Plan and indicators.

Table 15: Suggested M&E Plan and Indicators

Activities	M&E Plan/Indicators (Process and Outcomes)
1. Formation of a Steering Committee with TOR for guiding the implementation of the SBCC strategy for addressing VAC	<ul style="list-style-type: none"> • Steering Committee formed with TOR • Number of times the Steering Committee met to render support
2. Recruitment of a Creative firm/Media-materials Specialist to guide the Steering Committee	<ul style="list-style-type: none"> • Creative firm/Media materials Specialist recruited • Number of guidance facilitated/provided
3.Planning and Preparation of all SBCC-VAC media materials production, including plans for social media use (TV spots, video shorts for YouTube, Tiktok, radio spots, songs/dance/drama)	<ul style="list-style-type: none"> • Comprehensive SBCC-VAC media materials production plans prepared
4.Production and pre-test of all SBCC –VAC media materials, including social media contents/blurbs, video clips, video shorts etc.	<ul style="list-style-type: none"> • All SBCC-VAC media materials produced, pre-tested and mass produced
5. Commissioning of Human Interest story writing/reporting related to the problem behaviours identified/prioritized for publishing in Kuensel, The Bhutanese, Websites, Social media handles of partner agencies	<ul style="list-style-type: none"> • Commissioning of Human Interest story writers/reporters • Number of HIS related to problem behaviours written and published in leading print media/social media handles (<i>embargoed until the launch event</i>)
6. Recruit/enlist national level and Dzongkhag level social celebrities/religious leaders	<ul style="list-style-type: none"> • Recruitment and mobilization of National and Dzongkhag level social influencers/leaders
7.Planning and preparation for launch of the SBCC strategy for addressing VAC and simultaneous roll out in pilot Dzongkhags on the same day (<i>media materials to be produced and delivered to all pilot Dzongkhags before the launch</i>)	<ul style="list-style-type: none"> • Launch event of SBCC Strategy for addressing VAC in pilot Dzongkhags

8. Simultaneous launch of the strategy for addressing VAC in 3 pilot Dzongkhags	<ul style="list-style-type: none"> • Launch events organized in all 3 pilot Dzongkhags • Number of media materials produced and messages disseminated
9. Organize sensitization meetings at the Dzongkhag level for all Dzongkhag level influential leaders	<ul style="list-style-type: none"> • Sensitization meetings organized for all Dzongkhag level influential leaders on the problem behaviours identified/prioritised • Level of awareness and understanding of the focus problem behaviours
10. Organize sensitization meetings at the Gewog level for all Gewog level LG leaders and influential persons	<ul style="list-style-type: none"> • Sensitization meetings organized for all Gewog level influential leaders on the problem behaviours identified/prioritised • Level of awareness and understanding of the focus problem behaviours
11. Preparation and organization of capacity building/trainings on child protection, child friendly teaching/learning, motivational skills, including self-care and wellbeing skills for Principals, teachers, school counsellors and CSO workers	<ul style="list-style-type: none"> • Capacity building/trainings organized on child protection, child friendly teaching/learning, motivational skills, including self-care and wellbeing skills for all Principals, teachers, school counsellors and CSO workers • Level of knowledge and skills acquired
12. Organize capacity building/trainings on child protection and addressing VAC for parents groups and community leaders	<ul style="list-style-type: none"> • Capacity building/trainings on organized on child protection for addressing VAC for parents groups and community leaders • Number of PwV sessions organized • Level of knowledge and skills acquired
13. Support Dzongkhag and Gewog administrations and schools to plan and implement activities to reinforce the SBCC strategy to address VAC in their own localities.	<ul style="list-style-type: none"> • Number of Dzongkhag, Gewogs and School level activities planned and implemented to reinforce the SBCC strategy related focus problem behaviours
14. Form an M&E Committee and develop M&E Plan with indicators	<ul style="list-style-type: none"> • M&E Committee formed • M&E Plan developed and utilised
15. Monitor implementation of activities	<ul style="list-style-type: none"> • Annual monitoring undertaken by NCWC, MOE, CSOs, SCI
16. Undertake Evaluation of the SBCC strategy for addressing VAC	<ul style="list-style-type: none"> • Independent external evaluation undertaken at the end of the SBCC implementation

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Annexure-I

Table A-I: Behavior Analysis Matrix: Homes/Families

Problem Behaviour	Consequences	Desired Behaviour	Barriers to desired Behaviour	Encouraging factors for desired Behaviour
Parents (husbands and wives) are habituated to drinking alcohol at home	<ol style="list-style-type: none"> 1. Increase in physical and emotional VAC 2. Misunderstanding between parents 3. Extramarital affairs 4. Parental separation/divorce 5. Impacts on health and money 	<ol style="list-style-type: none"> 1. Parents to understand ill effects and consequences of drinking alcohol and its impacts on VAC 2. Parents to practice positive parenting 	<ol style="list-style-type: none"> 1. Availability and easy access to alcohol 2. Drinking habit is a part of social and cultural lifestyle 3. Parents not aware of the ill effects and consequences of drinking alcohol on children 	<ol style="list-style-type: none"> 1. Continuing priority to reduce the disease burden of alcoholic drinks by health 2. Child sensitive case management in place
Parents are said to consider some violence such as scolding, hitting/beating, comparing, name-calling and criticizing as being normal practice	<ol style="list-style-type: none"> 1. Perpetuation of violence 2. Non reporting of violence 3. Considered as “normal” 4. Socio cultural influence on accepting corporal punishment and other forms of violence 5. Such behaviors can be further aggravated under the influence of alcohol 	<ol style="list-style-type: none"> 1. Parents to cease considering violence such as scolding, hitting/beating, comparing and criticizing as being normal practice 2. Parents to understand the emotional impact of pressuring children and comparing them to others to understand that punishment is what inflicts emotional and physical pain 	<ol style="list-style-type: none"> 1. Lack of knowledge and skills on childcare and protection 2. The view that some violence against children are not severe and they are necessary for their upbringing 3. Discourages reporting 	<ol style="list-style-type: none"> 1. Supportive programmes and services in place to address VAC 2. There is a Parenting without Violence Toolkit ready for use in Bhutan

		3. Parents to avoid the use of alcohol around children and understand the adverse impact of alcohol		
Parents/caregivers, especially those who are uneducated are not aware of positive parenting practices	<ol style="list-style-type: none"> 1. Children face various kinds of violence 2. Relationship troubles and aggression 	Positive parenting practices to be adopted by parents/caregivers	<ol style="list-style-type: none"> 1. Illiteracy 2. Lack of knowledge and skills on childcare and protection 3. Lack of training and services 	Positive parenting considered as an important intervention by all stakeholders
Husbands and wives are caught up with misunderstanding and jealousy due to extensive indulgence in social media	<ol style="list-style-type: none"> 1. Misunderstanding 2. Physical violence and emotional violence 3. Marital conflicts 4. Divorce 	Husbands and wives to improve relationships by controlling or making rational use of social media	<ol style="list-style-type: none"> 1. Husbands and wives lack knowledge about rational social media use 2. Rampant use of social media (Wechat, Messenger, Whatsapp etc.) 	Government and development partners keen to address possible violence against children through social media
Single parents maybe unable to give quality time and attention to childcare practices due to lack of time (busy pre-occupation in work) and divided responsibilities of being the sole income earner and childcare	<ol style="list-style-type: none"> 1. Single parenting difficulties 2. Lack of time for childcare 3. Remarriage 4. Child neglect and maltreatment 5. Sexual exploitation of children due lack of parental care and unsupervised stay at home 	Single parents to balance responsibilities between work and childcare equally	<ol style="list-style-type: none"> 6. Children are left mostly on their own without much supervision 7. Lack of women and child friendly work environment 8. Financial constraints for adopting alternative care for children 9. Lack of reliable livelihood options 10. Lack of parenting knowledge and skills 	Government and CSOs willing to support and address women and child related issues

Most uneducated parents in rural areas lack awareness and knowledge about childcare and protection and treat their children as their property, claiming that they can do anything they deem fit for their wellbeing	<ol style="list-style-type: none"> 1. Deprivation of children's rights as individuals having special needs; 2. Perpetuation of violence such as scolding, hitting/beatings and punishment; 3. Acceptance and normalisation of VAC 	Parents to cease considering children as possessions and stop scolding, hitting/beatings, criticizing etc., as being an acceptable practice	<ol style="list-style-type: none"> 1. Illiteracy 2. Lack of knowledge and skills on childcare and protection 3. The view that children are their property and they have the right to do whatever they deem fit for their upbringing 	Competent authority for children and partners are supportive to address all gaps for improving the wellbeing of children
Parents provide mobile phones to their school going children for online learning during COVID-19 pandemic but its use is not controlled or regulated.	<ol style="list-style-type: none"> 5. Access to online lessons made easy 6. Addiction to online games and entertainments 7. Exposure to risky and unsafe digital contents 8. all of the above could lead to cyberbullying/online abuse and sextortion 	<ol style="list-style-type: none"> 3. Parents and children to understand the ill effects/impacts of social media and utilize controlled access to internet and mobile use 4. Parents and teachers have a coordinated monitoring mechanism to ensure children do not use online lessons as an excuse to access the internet 	<ol style="list-style-type: none"> 4. Adverse effects of COVID-19 on teaching/learning 5. No proper control mechanisms in place to ensure online safety to children 6. Role of parents not understood clearly 	<ol style="list-style-type: none"> 4. Supportive policy for use of mobile platform for remote school learning in place 5. Social media Policy for risk management in place 6. improved awareness on cyberbullying/online abuse and sextortion
Parents in some communities hold strong discriminatory sentiments that daughters are the property/belongings of other people (gharko chori arka ko sampati).	<ol style="list-style-type: none"> 1. Practice of harmful social and cultural practices/norms discriminating girls 2. Maltreatment with scolding and harsh words if they fail to fulfil the expectations 	Parents to understand that girls are not the property/possessions of other people and stop following discriminatory practices	<ol style="list-style-type: none"> 1. Traditional belief and practice followed in closed community or private family 2. Lack of understanding on the rights of children 	<ol style="list-style-type: none"> 1. Gender equality is a development priority 2. Supportive child sensitive policy and initiatives to end harmful practices

Table A-2: Behavior Analysis Matrix: Schools

Problem Behaviour	Consequence	Desired Behaviour	Barriers to desired Behaviour	Encouraging factors for desired Behaviour
Teachers instil fear of punishment/reprimand to students with warnings of severe consequences , including possibilities of getting failed or expelled from school	<ol style="list-style-type: none"> 1. Fear of reprimand/punishment from teachers if they score low marks, or commit any disciplinary offences 2. Low self esteem 3. Loss of interest in studies 4. Absenteeism with missed classes 5. Heavy homework assignments 6. Corporal punishment 	Teachers refrain from warning/threatening students of severe consequences of punishment/reprimand and etc.	<ol style="list-style-type: none"> 1. Lack of capacity building/trainings to teachers/counselors 2. Attitudes of “old lot” of teachers 	Presence of teacher’s code of conduct for child friendly teaching and learning, including ban on COP
School students engage in emotional arguments/quarrels and peers and threaten to retaliate if reported to school authorities	<ol style="list-style-type: none"> 1. Fear about retaliation by peers 2. Bullying 	School students to end bullying and other violence against friends and peers	Weak school rules implementation and no child friendly violence redressal system	Education sector is supportive to ending violence in schools
Teacher’s disciplinary action on erring students are arbitrary and lenient due to lack of proper school rules and transparency in its application	<ol style="list-style-type: none"> 1. Perpetuation of violence like bullying, assault, threats 2. Students feel that breaking rules by committing violence is not serious and quite acceptable 	To have a set of school rules that is transparent and implemented uniformly, along with a reporting system that can be used without any fear or favour	<ol style="list-style-type: none"> 1. Lack of proper school rules 2. Students perception that there is no need to adopt desirable change in their behaviours 	Education sector is supportive of ending violence in schools

Students easily access the internet, use mobile phones and spend a lot of time on entertainment and other forms of risky digital contents	<ol style="list-style-type: none"> 1. Exposure to unsafe digital contents 2. Online game addiction 3. Low academic achievement 4. Low self esteem 	Regulate, control and teach children on proper use of mobile phones at home and in the schools	<ol style="list-style-type: none"> 1. Uneducated parents with limited view on negative impacts of social media contents 2. Lack of set of uniform rules for use of mobile phones 	Supportive intention of education sector for rational use of mobile use by both students and teachers alike
Students develop jealousy, ego clash between friends and peers leading to violence like quarrelling, bullying, forming gang and physical fights	Rejection by friends and teachers, leading to disagreements and relationship hostility	Stop jealousy and ego clash thereby reducing the incidences of quarrelling, bullying, gang and physical fights through school counselling	<ol style="list-style-type: none"> 1. Non availability of counselling services in some schools 2. In adequate capacity and skills of counsellors 3. Lack of adequate resources in counselling 	Priority for counselling and guidance in schools
Teachers knowledge and skills are reportedly not attuned to positive child friendly teaching and they instil fear of punishment/reprimand to students if they score low marks or commit any disciplinary offenses	<ol style="list-style-type: none"> 6. Low self-esteem and motivation of students 7. Loss of interest in studies 8. Corporal punishment 9. School dropout and absenteeism 10. Resort to substance abuse 	<ol style="list-style-type: none"> 4. Teachers apply appropriate child-centred positive teaching/learning/motivational techniques, rife with positive discipline. 5. Teachers know about the importance of child safety and protection 6. Teachers learn self-care and wellbeing skills 	<ol style="list-style-type: none"> 4. Inadequate capacity building/professional development for teachers on child protection. 5. Inadequate teachings staffs at schools 6. Lack of expertise in delivering effective counselling services 	<ol style="list-style-type: none"> 3. Presence of teacher's code of conduct for child friendly teaching and learning, including ban on COP 4. Education sector is supportive of ending violence in schools
Students abuse alcohol and drugs/substance as a direct method of dealing with their family problems, school study, peer pressure, etc. that they are subjected to	<ol style="list-style-type: none"> 7. Health risks 8. Poor academic performance 9. Isolation and rejection by family, friends, and teachers 	<ol style="list-style-type: none"> 4. Students learn to refrain from abusing alcohol and drugs/substances 	<ol style="list-style-type: none"> 5. Easy accessibility of alcohol and drugs in the market 6. Parents are not aware of the ills 	<ol style="list-style-type: none"> 3. Supportive policy of the education sector and motivation of counsellors to address the issue

by their parents, teachers and peers	10. Withdrawals and hallucinations 11. Peer violence 12. Rule breaking and reprimand by teachers	5. Teachers refrain from alienating and discriminating students 6. Student develop awareness about mutual respect and positive social interaction to reduce the incidences of quarrelling, bullying, gang and physical fights among students	of alcohol and substance abuse and its impact on children's psychosocial wellbeing 7. Non availability of counselling services in some schools 8. In adequate capacity and skills of counsellors	4. Priority for counselling and guidance in schools
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Table A-3: Behavior Analysis Matrix: Community/Public Places

Problem Behaviour	Consequence	Desired Behaviour	Barriers to desired Behaviour	Encouraging factors for desired Behaviour
Adults, children/youth in the community abuse alcohol as a socially accepted habit, supported by its easy availability and access in the markets and public places	1. Increase in incidences of violence, such as verbal aggression, harassment, eve teasing, bad touch, physical fights etc 2. Job loss/unemployment 3. Financial difficulties 4. Lack of business entrepreneurship	1. Be aware of the social ills of alcohol drinking and its impacts on adults/youth/children 2. Reduce availability and accessibility by children/youth	1. Widespread availability in shops, markets, hotels, restaurants and social gatherings 2. Socially accepted alcohol drinking culture 3. Government's proliferation on alcohol sale	1. Health sector's continuing priority to inform and educate public on responsible alcohol consumption and its implication on health 2. Competent authorities and law enforcement supportive of control measures for alcohol abuse, including under-age drinking
Most uneducated rural people (men/women/young people) are not aware of the	5. Non or under-reporting of VAC 6. No proper support for victims and treating them as a	5. Understand the seriousness of all forms of VAC and realize the importance of reporting	4. Sexual violence /other forms of violence accepted as	4. Addressing VAC in general and ending sexual violence in particular is a top priority

seriousness of VAC and accept them as something normal or not serious.	<p>disgrace to the family</p> <p>7. Bold and daring behaviour to cause harm/abuse</p> <p>8. Sexual abuse considered as embarrassment to family/society as a taboo subject</p>	<p>6. Know that all forms of VAC is a crime, including sexual violence</p> <p>7. Enhanced level of knowledge about sex and sexuality</p> <p>8. Reduce stigmatization and alienation of victims of violence abuses</p>	something normal	<p>5. It is an abhorred subject and laws are adequately responsive to its seriousness...law consider it as a first degree offence/crime</p> <p>6. Access to support system is quite easy and satisfactory</p>
Children are unable to report incidences of violence to police or other agencies due to fear and anxiety	<p>4. Leads to follow the social code of silence and non-reporting</p> <p>5. Depression and suicide</p> <p>6. Long term impact on child development</p>	<p>4. Children come forward to report incidences of violence without any fear</p> <p>5. Children to speak and seek support openly</p>	<p>4. Cumbersome procedures for reporting and possible obligations/conditions attached to it</p> <p>5. Lack of confidentiality</p> <p>6. Multiple levels of re-victimizations to victims</p>	<p>4. Case Management procedures in place</p> <p>5. Competent authorities and stakeholders have the intention to act</p> <p>6. Presence of legislative/legal framework for supporting child protection</p>
Polymakers and programme implementers are unable to monitor and implement child protection initiatives on the ground due to resource constraints	<p>1. Weak implementation</p> <p>2. Gaps in reporting incidences of VAC</p> <p>3. Unable to achieve the intended violence free outcomes for children</p>	Mobilise adequate resources and develop M&E capacity	Non enactment of major child related policies and competing priorities of the government	Commitment and support from all major development partners