Edutainment to prevent violence against women and children

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Abstract:

Edutainment has potential to promote behavior change at scale, however effectiveness in addressing violence against women and children is still emerging. This review summarizes evidence from 22 rigorous evaluations measuring impacts on violence-related attitudes, norms and behaviors in low- and middle-income countries. Results indicate that evidence on female genital mutilation is the most limited with five studies, however, these studies have the most consistent impacts (75-100% show favorable impacts). Seven studies measure child, early and forced marriage showing strong impacts (75-86% show favorable impacts), while results for violence against women from 13 studies is comparatively the weakest (62-63% show favorable impacts). Few studies contain adverse impacts, however numerous studies show variable impacts, depending on study arm, follow-up period or target group. There is evidence for mechanisms related to acquisition of information, individual persuasion, norm diffusion and increases in service linkages. Despite promising impacts, there are numerous open research questions and methodological challenges to tackle before the power of edutainment can be maximized for violence-related behavior change at scale.

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Introduction

Violence against women (VAW) and violence against children (VAC) are pervasive across the globe, negatively affecting individuals, families and society (Devries et al., 2018; Sardinha et al., 2022). Numerous factors contribute to the cycle and perpetration of diverse forms of violence, however a common underlying factor are harmful gender and social norms that support the ongoing perpetration of violence (Heise et al., 2019; Weber et al., 2019). Gender norms can broadly be thought of as “society’s spoken and unspoken rules about acceptable ways of being a girl or a boy, a woman or a man – how they should behave, look and even think or feel” (Weber et al., 2019). Those in power typically benefit from keeping norms in place – while non-compliers may face direct or indirect social sanctions as a result of their actions. Gender norms create expectations of unequal power and perpetuate learned behavior condoning violence in households and communities, as well as uphold impunity for perpetrators across formal and informal legal systems. They can also limit progress to end violence originating from sectoral interventions – for example, girls’ empowerment programming may fail to meaningfully reduce child marriage if dominating social norms dictate that girls marry early (Buchmann et al., 2023). While there are successful examples of interventions designed explicitly to change VAW and VAC norms, including through community mobilization efforts, these tend to be intensive and require high capacity on the part of grassroots organizations (Ellsberg et al., 2015). With increasing innovation and advancement of information technology and mass media, paired with a broader connectivity across the globe, there is renewed interest in delivering social-impact behavior change content through media and edutainment interventions.

While there is no standardized definition for edutainment, it can be simply defined as media that aims to educate while entertaining. Forms of edutainment may include movies, TV shows, radio, social media clips, theater, or other interactive forms of media with a narrative component. Edutainment is often evidence-based, drawing on theories of social change and understanding of factors underlying and driving behaviors in a particular context. Producers of creative content for social good have developed storylines...
and narratives relating to violence for decades. For example, the popular *Soul City* drama set in a fictional township in South Africa began TV broadcast nationwide in 1994, alongside numerous regional language radio stations. Domestic violence was a major theme of the fourth season (aired in 1999), informed by a partnership with the National Network on VAW. *Soul city* aimed to promote interpersonal and community dialogue, collective action to shift social norms, increase bystander and supportive behaviors and connect survivors to services (Usdin et al., 2005). Another early example is the weekly TV drama *Sexto Sentido* which aired nationally in Nicaragua starting in 2002 with the objective of reaching adolescent and youth populations with messages on safe sex, HIV, violence and other risky behaviors (Solorzano et al., 2008). The drama was accompanied by a social change campaign, with a nightly call-in radio show, youth leadership camps and advocacy coalitions.

Over the last decades, a multitude of edutainment interventions have been developed with the explicit focus of addressing violence-related attitudes, norms and behaviors, ranging from feature-length movies and radio dramas to video games and virtual reality. In parallel, there has been a resurgence in evidence generation focused on the potential of edutainment to change health- and development-related behaviors in the global south. Recent studies show edutainment has promising impacts on sensitive and deeply entrenched attitudes and behaviors related to diverse forms of violence (Banerjee, Ferrara, et al., 2019; Green et al., 2020; Vogt et al., 2016). This is notable, as unlike standard behavior change interventions, edutainment has potential to reach large segments of the population with standardized messaging at very low post-production costs.

Edutainment is rooted in Bandura’s Social Learning Theory, which posits that observational learning can lead to behavior change via a four step process: attention, retention, reproduction and motivation (Bandura, 2001, 2004). In other words, content must be interesting and engaging to audiences (*attention*), it must be memorable and specific enough to remember (*retention*), provide the skills and tools to facilitate replication of behaviors in participants’ own context (*reproduction*) and convince viewers to take action because they believe it will result in favorable or good outcomes (*motivation*). According to
Grady and colleagues (2021), this fourth step is where many interventions fail—as individuals have pre-existing goals which are hard to change. Therefore, authors hypothesize that edutainment programming is more likely to succeed by linking behaviors to a pre-existing goal (either directly or indirectly), rather than by convincing audiences to create new goals. For example, parents may be more likely to take action to delay the marriage of their adolescent girl if they already recognize the negative impact of child marriage (thus are looking for ways to navigate setting new expectations for her transition to a partnership), as compared to situations where they believe early marriage will ultimately benefit her (via protecting her honor or providing better marriage matches). Likewise, a man who is violent towards his wife, however wants to have a more harmonious marriage, is more likely to take-up non-violent behavior role-modeled in edutainment content—as compared to a man who believes violence serves his best interests.

Social learning and behavior change theories form a basis for elucidating mechanisms of impact underlying successful edutainment programming. Previous research highlights pathways through which edutainment might affect behavior change, which in turn, can be applied to VAW and VAC behaviors (Grady et al., 2021; La Ferrara, 2016; Singhal et al., 1993). First, there may be an information channel, whereby participants may update beliefs or gain knowledge about violence (e.g., awareness of laws, services, punishment for perpetrators, or negative consequences for survivors). Second, an individual persuasion channel may occur if participants observe characters that present role models of behavior or exposure to different ways of acting which were previously unclear or underappreciated (e.g., more harmonious relationships within couples). Third, a norm diffusion channel may occur when participants believe others in their social circles, networks or communities are simultaneously changing their stance on the same beliefs (e.g., circumcision of girl-children should be avoided), leading to a conformity effect. Finally, if there are direct or indirect linkages with additional programming, services, or the legal system, there may be a pathway via complementary service linkages (e.g., referrals to survivor services, legal mediation, or law enforcement), which may promote behavior change. These mechanisms may depend,
among others, on how the edutainment program is designed (i.e., if messages are direct or indirect, if characters are relatable, if the storyline is engaging, among others) as well as how it is implemented (i.e., who the target group is, if participants engage in groups or individually, if there are complementary activities or programs included, among others). The existence of any one or more of these pathways creates conditions where content and messaging may be retained and if reproducible, may motivate participants to take action to reduce or prevent violence from occurring.

While edutainment has shown promise in improving a variety of public health outcomes, including sexual and reproductive health—there are several specific considerations for addressing violence-related outcomes through edutainment (Grady et al., 2021; Orozco-Olvera et al., 2019). First, violence topics are often taboo and rarely discussed in public or group settings. This may mean edutainment has higher potential to open dialogue and spark exchange in some settings, while also risking heightened conflict (or backlash) in others.\(^1\) Second, because some forms of violence are prohibited by law and carry a penalty, there may be additional reason for secrecy, prohibiting open dialogue or discussion of messages—to protect the identity of individuals involved in behaviors. Third, while many behavioral outcomes involve multiple actors, inter-personal violence is particularly complex and relies on the interplay between partners (in the case of intimate partner violence – IPV) or the parents and child (in the case of harsh discipline, child marriage or female genital mutilation – FGM). In addition, men are often (but not always) key decision-makers as power holders or perpetrators, thus interventions may need to seek to include men as a key target audience. Finally, because edutainment engages and immerses participants in stories and narratives, there is also an ethical component to violence-related themes. Content should be created to minimize the risk of re-traumatizing survivors or other participants, to avoid adverse mental health and wellbeing effects within particularly vulnerable segments of participants.

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\(^1\) For example, in settings where dominant norms support harmful behaviors, exposure to edutainment could risk reinforcing these norms. This could happen if the ‘majority view’ is re-emphasized in group settings or on a public forum. This may be more likely if edutainment content presents indirect or conflicting messaging—meant to open dialogue—rather than provide proscriptive messaging. In addition, if edutainment is viewed as too ‘progressive,’ it could be banned from distribution in certain settings and be unable to reach the intended audience.
The objective of this review is to summarize emerging impact evaluation evidence linking edutainment and diverse forms of violence in low- and middle-income country (LMIC) settings. The focus is on four types of violence: 1) VAW, including IPV and other forms of non-partner violence, 2) VAC, including violent discipline and other forms of violence outside the home, 3) child, early or forced marriage and 4) FGM. Study objectives can further be broken down as follows: 1) summarize existing evidence on effectiveness of diverse forms of edutainment and violence; 2) unpack key mechanisms identified within these studies; 3) discuss operational and design features of evaluated edutainment products; 4) summarize research gaps and the future research agenda. While numerous reviews have aimed to understand what works to prevent and respond to VAW and VAC more generally, none have specifically focused on edutainment—thus an in-depth understanding of effectiveness is an open question. In addition, due to the quick pace at which the field is evolving and innovating, less traditional or new forms of edutainment have not been explored in past reviews.

In total, 26 papers representing 22 rigorous quantitative evaluations are included, measuring impacts on attitudes, norms and behaviors related to diverse forms of violence in LMICs. Results indicate evidence on FGM is the most limited with five studies; however programs targeting FGM demonstrate the most consistent impacts with 100% of two studies show protective impacts on behaviors and 75% of four studies show increases in anti-FGM attitudes or norms. Seven studies measured early, child and forced marriage, with 75% of three studies show reductions in harmful behaviors, while 86% of seven studies show rejection of attitudes or norms supporting it. Finally, 63% of eight studies show reductions in VAW behaviors and 62% of 13 studies show favorable impacts on anti-VAW attitudes or norms (Figure 1). There is little evidence of adverse effects originating from edutainment. In total, four studies found at least one adverse effect on attitudes, norms or behaviors, however these are attributed largely to reporting

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2 A final research objective was to summarize the cost-effectiveness of evaluated interventions, however costing information with respect to violence outcomes was virtually non-existent across included studies. Only one study included a cost-effectiveness analysis with respect to education impacts (Orozco-Olvera & Rascon-Ramirez, 2022)—however no study provided costing estimates for violence outcomes.
effects. While most studies were not explicitly designed to unpack mechanisms of change, evidence was found for all four hypothesized channels: an information channel, an individual persuasion channel, a norm diffusion channel and a service linkages channel. Despite high promise, the review concludes there are numerous methodological challenges and open research questions which remain before the power of edutainment can be maximized for violence-related behavior change at scale.

This review contributes a violence-specific lens on the emerging field of edutainment for social change, building on three recent related reviews. First, Grady and colleagues (2021) review edutainment interventions in development, cataloguing underlying behavior change theories across studies and impacts on information, reinforcement of existing individual goals, learning about social norms and adoption of new goals. The review also summarizes findings across sectors, finding edutainment has modest, positive effects on health behaviors, including increasing reporting for VAW, however impacts on peacebuilding and violent extremism are largely unproven. In a second related review, Orozco-Olvera and colleagues (2019) meta-analyze edutainment impacts from 10 studies on safe sex for youth–finding small but significant reductions on the number of sex partners, unprotected sex and an increase in testing and management of sexually transmitted infections (STIs), however no impacts on the partner age-gap. The study found no pooled effects on attitudes, however found moderate effects on knowledge outcomes, contributing to the understanding of potential mechanisms underlying behavior endpoints. Finally, Serra (2022) reviews experimental evidence for diverse role model interventions in LMICs, including those delivered in-person and through video, concluding that interventions can be a relatively inexpensive and scalable way to increase a range of attitudes, behaviors and aspirations. However, many open questions remain, including better understanding of what features make a ‘good role model’ and what mediums of exposure are the most effective (Serra, 2022). By virtue of a quickly moving evidence frontier, only a small number of papers included in the current review are aggregated in previous reviews.

**Methodology**
Inclusion and exclusion criteria

This review focuses on quantitative impact evaluation evidence using rigorous experimental and quasi-experimental methods in LMICs (Table 1). It includes evaluations of edutainment interventions that contain storylines with violence-related themes. The format of edutainment included feature films, TV shows, radio, or social media clips, community theater, graphic novels, video games or other interactive forms of media. VAW and VAC outcomes include measures of attitudes, norms and behaviors. The domains of violence include the following: VAW (including IPV and non-partner violence, such as violence perpetrated by family members, co-workers, community members or strangers), VAC (including violent discipline, school-based violence, sexual or other violence against children), child, early or forced marriage (including marriage or partnership below the age of 18 years, other age-based measures among youth, or measures of autonomy or decision-making around partnership formation) and FGM (of any type). An inclusive strategy was pursued for outcome variable measurement. For example, behavior outcomes were included regardless of whether they were self-reported (by survivors), reported by perpetrators, or in administrative or community-level data (e.g., number of underage girls who were married in a community during a specific time period). Likewise, no restrictions were placed on attitude or norm measures, as long as the former clearly captured a belief, opinion or assessment of the acceptability of a related violence measure (with reference to the respondents’ own opinion), and the

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3 Broader forms of exposure to mass media or news that may include coverage of violent events, yet not explicitly or intentionally embed these in narrative storylines were excluded. For example, broader forms of exposure to TV or newspapers, including news that might include coverage of high-profile violent events (e.g., Delhi rape, O.J. Simpson case) are excluded since there is no dedicated edutainment program (Bowers et al., 2017; Jensen & Oster, 2009). In addition, mass media or edutainment that contains no dedicated violence-related themes, yet measures violence as a spillover or complementary outcome is excluded (Glennerster et al., 2022). Finally, studies that primarily use alternative social norm change techniques, but may include some aspect of edutainment, which is unlikely to drive impacts are excluded. An example of this is a study measuring impacts of an intervention that was primarily classroom discussion-based, but included select additional activities, including a street theater performance held once a year (Dhar et al., 2022).

4 Some studies examine violence within a target group that encompasses both children and women—for example, if target groups include females aged 15 to 49 years. In this case, studies are classified as within VAW if the majority of the sample is over 18 years old, and within VAC if the minority is over 18 years old.
latter clearly captured the same in reference to individuals in their social circles, communities or society more broadly. Studies published from 2000 to 2024 in peer-reviewed journals, working or discussion papers, pre-prints or technical reports are included.

**Search strategy**

The search strategy for this paper takes a multi-pronged approach, searching google scholar with a dedicated search string, scanning review papers, hand searching key websites, reaching out to key experts in the field and using artificial intelligence literature review search tools. Searches were undertaken in January and February 2023, and updated in October 2023, in English and screened based on titles, abstracts and full text. Backward and forward citation was also carried out among the primary selected studies. Annex A describes the search strategy in more detail. The strategy was deemed to be appropriate to capture a relatively new literature, found mostly via expert identification and via connections between studies—rather than large-scale searches of established databases. The search strategy is therefore not a systematic review, but rather employs a rigorous strategy to capture an emerging body of literature.

**Extraction and analysis**

Key elements of interventions and impacts were extracted in table form: Authors (year), setting (including if target population was in rural or urban areas, if specified), type of media, description of the intervention, methodology of evaluation, study sample and overall impacts (summarizing first behavior outcomes, if reported, followed by attitude and norm outcomes). In some cases, studies estimate heterogenous impacts alongside average treatment effects, however these additional analyses are at times noted in the narrative, but not explicitly captured in extraction. Results were summarized in narrative form, with inclusion of impact magnitude where possible (e.g., in percentage points (pp), standard deviation (SD) impacts or other coefficients).

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In addition, methodological components underlying study results were extracted including: type of impacts estimated (i.e., intent-to-treat (ITT) or compiler average treatment effects (CATE)), take-up rates or participation in activities, if a placebo was used in the evaluation (or not), violence measures analyzed and scale of the implementation (in the study, as well as potential to go-to-scale). These methodological issues were identified as among the primary challenges facing edutainment evaluations, including the risk of low take-up among participants, particularly with longer interventions over time (and selection effects among those more or less likely to engage with media), weaknesses or overall variability in measurement of violence outcomes (including around attitude and norm measures, where no standardized measure exists) and the tension between customization of messages and media versus ability to operate and deliver impacts at scale.

Based on initial reading of studies, a heat map was produced to capture patterns across impacts and mechanisms of change, as well as key design and operational considerations that might have led to larger (smaller) impacts (Figure 2). These design and operational considerations included: i) media type, ii) use of direct messages versus indirect messages, iii) target group (if the study targeted men and boys, women and girls, or both), iv) if there were complementary components or activities (e.g., post-viewing discussion groups, community mobilization activities), and v) the length of edutainment content (divided into three categories: ≤ 1 hour, >1 hour and ≤ 3 hours, or >3 hours). Studies are then summarized within

5 Scale of implementation was a subjective assessment and categorized into three levels: Low, Medium and High. The assessment took into account both the scale of implementation during the evaluation (e.g., if the study was conducted in a single village or a small geographic area versus nation-wide), as well as the potential to go-to-scale in the future (e.g., if the intervention included customized components, like participatory theater or was set in a specific region versus if the intervention was already being shown on a national or cross-country scale).

6 For example, a video clip might present arguments that FGM is a human rights abuse and should be discontinued, giving direct messaging and suggesting actions that viewers can take to campaign against it. An alternative approach is to narrate the story of a girl who undergoes FGM, the consequences for her and different views from family and friends without explicitly saying it is good or bad. This type of indirect messaging raises the issue for discussion and debate, allowing viewers to make up their own minds, without explicitly telling them how they should feel or what action they should take. The latter approach was taken by video clips in Sudan, which dramatized members of an extended family confronting each other with divergent views on if the family should continue FGM practices (Vogt et al., 2016).

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and across violence types to identify commonalities, differences and gaps. This type of narrative summary allows a focus on study diversity and allows an exploration of mechanisms of impact across studies, rather than forcing an average (empirical) impact across studies, as would be the case with a meta-analysis.

Results

In total, 26 publications were included in this review, representing 22 studies measuring VAW outcomes (13 studies), child, early and forced marriage (7 studies) and FGM (5 studies) (Figure 2, panel A). No evaluations were identified that focused exclusively on other forms of VAC and met inclusion criteria. All studies with the exception of one (Vogt et al., 2016) were published or released in 2019 or later, indicating a growing and emerging evidence base, with 10 publications or 38% still in working paper or pre-print form. Studies represent all LMIC regions, including Southeast Asia (1 study, Vietnam), Latin and South America (1 study, Mexico), Middle East and North Africa (2 studies, Egypt), South Asia (7 studies, Bangladesh, India, Nepal and Pakistan) and sub-Saharan Africa (11 studies, Kenya, Nigeria, Senegal, South Africa, Sudan, Tanzania, Uganda, Zambia). The types of edutainment examined are diverse, however are dominated by TV, movies or other video-based content (16 studies, 73%), followed by radio or audio-content (7 studies, 32%), while the remaining media types have two or three studies each, including participatory theater, social media (including Facebook or Instagram), chatbots, videogames or online learning and combinations of other diverse forms of multi-media including music, posters, puppet shows, among others. Under half the studies (9 studies, 41%) included interventions with more than one media type.

The majority of studies used experimental designs (either cluster or individual randomized control trials – RCTs), with three using exclusively quasi-experimental approaches and two using a combination of

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7 The number of studies by violence type do not sum to the total number of studies as one study in Senegal includes measures VAW, child, early and forced marriage and FGM (Dione et al., 2023) and a second study in Egypt includes measures of VAW and FGM (Christia et al., 2023).
quasi-experimental and randomized methodologies. Half the studies measured impacts on both behaviors as well as attitudes and norms, while the remaining half primarily measured attitudes and norms alone, and only one study measured behaviors alone. The main reason for only measuring attitudes or norms was the short-term nature of the evaluations, lending themselves to measure immediate outcomes days or weeks after the exposure to the intervention. The majority of studies analyzing attitudes and norms collect data from both male and female participants, however only three studies collect data from male participants on behaviors. These are a study on Jana Sanskriti (participatory theater) in India (Hoff et al., 2021), a documentary movie in Tanzania (Leyaro et al., 2021) and GlobalConsent, an interactive online training in Vietnam (Yount et al., 2022), all which collect measures of perpetration of VAW from men.

**Impacts on violence against women**

Table 2 summarizes results from 13 studies examining measures of VAW with colored dots indicating the outcomes measured in each study (behaviors: purple, attitudes: green, norms: orange). Eight studies measure impacts on at least one measure of VAW behavior outcome, with five (63%) showing one or more protective effect. Particularly strong and consistent effects are found in four studies in Uganda, India, South Africa and Vietnam. In rural Uganda, an experimental study showed reductions in any VAW experiences (4.9 pp or a 25% reduction) and violence frequency reported by women eight months after exposure to three short video clips of up to eight minutes each, depicting self-contained stories of VAW survivors (Green et al., 2020). In India, a quasi-experimental study found women in communities exposed to Jana Sanskriti participatory theater with interactive plots focusing on VAW reported decreases in multiple types of IPV, with overall freedom from IPV increasing by 15 pp after a ten year or longer

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8 Nonetheless, many of these studies included proximate behavior outcomes, such as aspirations or expectations about future behavior, or actions to show support for ending violence or service seeking, which do not strictly qualify as violence behavior endpoints in this review.

9 For one study, observed decreases are interpreted reporting effects (as interviews took place immediately after viewing a documentary; Leyaro et al. 2021).
follow-up (Hoff et al., 2021). In South Africa, young women (18 to 24 years) reported a 7 pp reduction in any IPV after randomized exposure to ChattyCuz a WhatsApp behaviorally informed chatbot—but not when exposed to similar content in the form of an audio drama (De Filippo et al., 2023). Finally, in Vietnam, an experimental evaluation of a web-based online training intervention Global Consent, containing three hours of content, including a serial drama, reduced young men’s reporting of sexually violent behavior up to one year later (pooled effects of at least two violent acts, OR = 0.5) (Yount et al., 2023). The remaining three studies found either null or mixed impacts. For example, a TV series and video clips featuring a prominent female women’s rights lawyer in Egypt, disseminated via Facebook and WhatsApp during COVID-19 showed no impacts on experience of domestic or sexual violence (Christia et al., 2023). In addition, a TV series C’est la vie! and post-screening discussions in Senegal showed no reduction in VAW experiences, as well as some adverse impacts on IPV specifically (Dione et al., 2023).

Finally, two different evaluations of Samajhdari (Change Starts at Home), a multi-component intensive intervention, including radio programming and listening groups over 40 weeks, a feature length film and community theater showed mixed results. In a first experimental evaluation, increases in IPV were seen among women in intervention communities (driven by physical IPV with 7 pp increases at both a 12-month and 28-month follow-up)—however decreases were found among listening group participants with frequent participation (driven by sexual IPV with 9 pp decreases) (Clark et al., 2020). A later quasi-experimental study including intervention adaptations and a dedicated ‘diffusion curriculum and flag campaign’ showed unambiguously beneficial results, finding IPV decreases among both listening group participants (39%) and other community members (33%), as well as decreases in violence from in-laws.  

10 Jana Sanskriti had been performed in West Bengal since the mid-1990s, however there was poor recordkeeping before the early 2000s—thus the study team was able to identify villages with at least 10 years of exposure at the time of their follow-up survey—however cannot tell exactly when activities started.

11 Gamification of a service or activity typically includes incorporating positive rewards and reinforcement of targeted behaviors into the user experience to encourage continued use and adoption of target behaviors. In this case, the ‘ChattyCuz’ gamified WhatsApp chatbot followed an interactive script, adapting based on responses given by users—and providing “simple, symbolic rewards to guide and motivate users.” Users were also encouraged to become a ‘relationship superstar’ by collecting squad members.
among the listening group participants at endline (Clark et al., 2024). The studies in Senegal and Nepal both hypothesize that adverse effects are likely to be an artifact of increased reporting, underpinned by either changes in norms regarding IPV or changes in conceptualization of what constitutes violence.

Twelve studies measure VAW attitudes, with eight (67%) finding interventions decrease attitudes justifying VAW and five studies measure VAW norms, with four (80%) finding interventions decrease norms justifying VAW. While these are quite promising overall findings, many studies report selective effects depending on study arm, follow-up period or target groups. For example, in Nigeria, an experimental study showed that young men exposed to MTV’s *Shuga* series with a sub-plot on IPV (3 hours of content), reduced attitudes justifying IPV eight months later, including on an IPV attitude index and binary indicator of justifying IPV in any scenario (5.5 pp) (Banerjee, La Ferrara, et al., 2019). However, these same impacts were not seen among the sample of young women. Likewise, the aforementioned successful participatory theater intervention in India found large reductions in husband’s reports justifying wife beating (33 pp), but no significant effects for wives’ reports (Hoff et al., 2021). In Mexico, a hybrid evaluation with both quasi-experimental and randomized components showed that an audio soap opera focused on VAW totaling 60 min of content improved men and women’s beliefs that VAW is a problem (0.29 – 0.42 SDs), as well as perceptions that the community rejects VAW (0.43 – 0.63 SDs) several days later (Arias, 2019). These impacts were seen when content was disseminated in community meetings or via loudspeaker, however no impacts were seen on the same measures when participants listened to content on an audio CD at home. Only one study, an experiment measuring the impact of a short 20-min clip of an anti-GBV video in rural Zambia finds reductions in both attitudes justifying IPV and perceived community norms justifying GBV, measured immediately after the

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12 The diffusion curriculum and flag campaign used radio listening groups to extend the intervention as a platform for: a) training on advocacy and community mobilization, b) engagement with family, friends and neighbors on intervention content and c) collaborative community engagement activities with local leaders and community organizations (Clark et al., 2024). The flag campaign was a visual commitment to publicly take a stand against violence in which households ‘raised a flag’ and were publicly appreciated in community events.
viewing—the latter driven by a ‘social nudge’ informing participants that others in their village were also viewing the video (Roopnaraine et al., 2019).

On the other hand, five studies, including several which showed impacts on behaviors, showed no or very suggestive impacts on VAW attitudes: a TV series and video clips in Egypt, a TV series in Senegal, video clips in Uganda, a TV episode in Kenya and a web-based online training with serial drama in Vietnam (Aju et al., 2022; Christia et al., 2023; Dione et al., 2023; Green et al., 2020; Yount et al., 2022). Finally, an experimental study in India of WEvolve clips, testing a reality TV drama (with implicit messaging) versus a docu-series (with explicit messaging) using Facebook as a dissemination platform shows mixed results (Donati et al., 2022). Among youth exposed to the drama, attitudes rejecting VAW increased a week after exposure (0.15 SDs), however there were no impacts on norms, or on either measure four months later. Meanwhile, youth exposed to the docu-series showed no impacts on attitudes in the short- or medium-term, however norms deteriorated in the short-term (by 0.31 SDs). Authors hypothesize the adverse effects on norms may be explained by the increased awareness around the prevalence of VAW created by the docu-series, leading youth to believe individuals in their social circles were more accepting of the practice than previously estimated.

Impacts on child, early and forced marriage

Table 3 summarizes results from seven studies examining measures of child, early or forced marriage. Four studies measure impacts on at least one measure of child, early or forced marriage behaviors, with three (75%) showing one or more protective effect, and the remaining study in Senegal showing a null effect (Dione et al. 2023). The largest and most consistent impacts come from an experimental evaluation of a 10-min video screening of a street theater performance in rural Pakistan, plus two facilitated discussions of 30 and 50 minutes, the first immediately following the screening and the second after three months (Cassidy et al., 2022). The study experimentally varies the target group for exposure—targeting men (boys), women (girls) or both. There are large and significant reductions in child marriage in
households when men and adolescent boys are targeted after six months and 18 months (4.6 and 5.4 pps respectively, representing 65% and 45% reductions) and when the intervention is jointly targeted alongside women and adolescent girls (significantly only at endline at 8.3 pps). However, no impacts are seen in households when women and girls only are targeted. Nonetheless, reductions are seen using village-level marriage statistics across all arms (ranging from 20-40 pps), indicating potential spillover to households not directly targeted for the intervention. Promising effects are also seen in an experimental evaluation of a combined aspirational videos and m-Learning app in rural Nigeria, decreasing the likelihood of all children in targeted households of becoming a parent and being married by 3.9 pps at a 12 to 17-month follow-up (Orozco-Olvera & Rascon-Ramirez, 2022). Finally, in the experimental evaluation of India’s Breakthrough mass media package, including TV, radio, theater and community mobilization, child marriage was reduced in several study arms (by 9 pp in the ‘full package’, by 11 pp in the training package and by 5 pp in the community mobilization package). Follow-up in the Breakthrough evaluation was after 5.5 years, making it the longest experimental panel included in this review.

All seven included studies measured at least one indicator of attitudes or norms. Among the seven studies measuring attitudes, five (83%) find decreases in attitudes justifying child, early or forced marriage, while one shows null effects (Islam et al., 2023) and one finds at least one adverse effect of increasing support for early marriage (Raghunathan et al., 2021). Among the four studies measuring norms, three show beneficial decreases in norms justifying child, early or forced marriage, with the same study from Bangladesh showing null effects (Islam et al., 2023). Strong and beneficial effects are found in Tanzania, Nigeria and Senegal. In an experimental study in Tanzania, the radio drama Tamapendo totaling approximately two hours of content screened at the village-level increased men and women’s attitudes and norms rejecting forced marriage (ranging from 5.4 – 9.3 pps) after two weeks. Impacts on norms diminish over 15 months, however select attitudinal measures remain significant, including attitudes rejecting forced marriage (2.6 pp reductions). In Nigeria, the aforementioned combination of aspirational videos targeted to parents and phone-based m-Learning games reduced acceptance of early marriage of
Beneficial impacts are also found in the experimental evaluation of the *C’est la vie!* TV series on indicators of child marriage attitudes (ranging from 0.10-0.11 SDs) reported by adolescent girls and young women at endline nine-months post-intervention, however not at midline shortly after the three to four months of film clubs (Dione et al., 2023).

The study showing overall null effects in Bangladesh is the *Icchedana* TV series (26 episodes), which was screened nationally and evaluated via a text message and phone encouragement design (Islam et al., 2023). This design may have contributed to the lack of impacts on attitudes and norms reported by fathers, mothers and adolescents, as the two encouragement groups watched only 0.71 and 3.27 additional episodes as compared to the control group (who watched 0.6 episodes). The only adverse effect across studies is from the *Breakthrough* mass media package in rural India. While the trial primarily found null effects on attitudes or norms, the community mobilization package which showed a marginally significant decrease of 0.224 SDs, for which authors give no explanation (Raghunathan et al., 2021).

**Impacts on female genital mutilation**

Table 4 summarizes results from five studies which examine measures of FGM. Two studies measured at least one FGM behavior outcome, with both (100%) showing reductions in FGM. The TV series *C’est la vie!* increases the likelihood of daughters of target participants being uncut 9-months post-intervention (0.09 SDs), however no additional impacts on FGM were realized from the addition of post-screening discussion groups and workshops (Dione et al., 2023). In addition, a quasi-experimental study uses age discontinuities and geographic variation in radio coverage to explore the effects of exposure to *Al-Rabat El-Byout*, an anti-FGM radio campaign which aired every morning for approximately five minutes over 11 years – the campaign focused primarily on raising awareness on the health effects of FGM (Khalifa,
Exposure to the campaign reduced the likelihood of women aged 15 to 29 years experiencing FGM by 12-13 pps (an approximate 13% decrease) using nationally-representative data.

Four studies measured at least one indicator of FGM attitudes or norms. Among the three studies measuring attitudes, two (67%) found at least one decrease in attitudes justifying FGM, while the remaining study found no impacts. The single study measuring norms found a decrease in norms justifying FGM in Sudan (Evans et al., 2019). Evan and colleagues (2019) used quasi-experimental methods comparing dosage effects exposure over 24-months to the Sufara Saleema campaign, a multi-components package that included community dialogues and abandonment pledges meant to create new positive norms for uncut girls. The strongest effects on attitudinal measures come from a study combining two experiments (one individually and one cluster randomized) in rural Sudan resulting from 90-minute movies with varying sub-plots on FGM, including plots emphasizing individual values, marriageability of girls and a combination of the two (Vogt et al., 2016). Results showed attitudes towards uncut girls among men and women, as measured by an implicit association test, improved across all sub-plots immediately after viewing (ranging from 55-65% of SDs), however only the combined sub-plot movie produced impacts lasting one week later (of 10-11% of SDs). The TV series C’est la vie! also decreased attitudes justifying FGM at a 9-month post-intervention follow-up (but not at 3-months, 0.11 SDs on an index of attitudes) (Dione et al., 2023). Finally, a TV series and video clips disseminated via Facebook and WhatsApp during COVID-19 showed no impacts on attitudes regarding the health impacts of FGM and FGM’s role in the marriageability of women in any treatment arm (Christia et al., 2023).

Mechanisms of change

Figure 2 summarizes the evidence around the four hypothesized mechanisms underlying behavior change. The first is an immediate uptake of information, whereby participants become more aware about violence, gaining knowledge around adverse health or social consequences, including legal consequences of violence. Ten studies included impacts on at least one knowledge indicator, with eight (80%) showing
evidence of the information channel as a potential mechanism of impact. The type of knowledge obtained by participants is diverse, for example, knowledge regarding adverse health, social and economic consequences of VAW, child marriage or FGM (Dione et al., 2023; Raghunathan et al., 2021), awareness of VAW as a global or national issue (Donati et al., 2022), knowledge of VAW services (Christia et al., 2023), knowledge around legality of sexual violence or child marriage (Raghunathan et al., 2021; Yount et al., 2022) and expected returns to delaying marriage (Cassidy et al., 2022). One study explicitly tests the information channel by varying the content of movies, with one treatment including a sub-plot meant to change parents views on the marriageability of uncut daughters—challenging the assumption that other families expect cut wives for their sons (Vogt et al., 2016). As previously noted, favorable attitudes towards uncut girls improved immediately after viewing this version of the movie, however were sustained a week later only when combined with a sub-plot emphasizing messages around individual values. This finding shows that while the information channel regarding marriageability of daughters was important, there were synergies and additional effects when combined with content triggering the individual persuasion channel. Nonetheless, authors found that for participants who had the most negative attitudes towards uncut girls, there were no improvements in attitudes—thus suggesting that changes occurred among the segment of individuals with less entrenched attitudes, or pre-existing views or goals already supporting abandonment. The explicit link between information and ultimate behavior change is likely intertwined with other mechanisms—as previous evidence reviews suggest that ‘information efforts’ alone, including awareness-raising campaigns are ineffective at tackling multiple types of VAW and VAC (e.g. billboards, TV advertisements, posters etc.) (Ellsberg et al., 2015). Nonetheless, it is possible that information may work in concert with other channels of impact, for example, spreading information about the legality of child marriage might serve to shift individual perceptions of society norms around age-at-marriage – in addition to changing awareness of the law.

The second and third mechanisms of change are the individual persuasion channel – largely originating from the role model effect from characters presented in media and a norm diffusion channel – largely
originating from a conformity effect as new norms diffuse through social circles, networks or communities. Nineteen studies examine attitudes (with 13 or 68% potentially showing evidence of the individual persuasion channel) and ten examining norms (with 8 or 80% potentially showing evidence of the norm diffusion channel). The effects on attitudes and norms are discussed in the previous sections, however it is worth highlighting studies which have been able to unpack differences across these mechanisms or relate them directly to changes in behaviors. Several studies point to the importance of the social context of participation, including group-based models of implementation leading to social norm coordination. For example, while impacts on VAW attitudes and norms were seen in group-based implementation of an audio soap opera, these impacts were not seen in an individual listening (via CD) arm, despite nearly perfect compliance (Arias, 2019). In another example of an anti-VAW video campaign in Zambia, additional effects on perceived community norms were seen with a light touch ‘nudge’ telling participants that the video was being showed to others in their community (Roopnaraine et al., 2019). Finally, the Facebook profile picture frame “End Violence Against Women” disseminated as part of the WeEvolve social media campaign in urban India had been used by more than 34,000 people globally one and a half years later – indicating the power of knowledge diffusion (Donati et al., 2022). Nonetheless, other studies show that individual persuasion may also be important. For example, in the MTV Shuga evaluation in Nigeria, indicators of young men and women remembering characters or being more emotionally engaged (reported identifying with them or occasionally thought of them) were correlated with lower probability of justifying IPV at endline (Banerjee, La Ferrara, et al., 2019).

The final mechanism explored in Figure 2 is through complementary service linkages, including survivor services, reporting or enforcement of behaviors – which could act directly to address acts of ongoing violence or act through a deterrent effect. Seven studies examined impacts on at least one measure of service linkages, with four (57%) showing evidence edutainment interventions increase linkages to services or reporting. For example, the aforementioned study in Uganda found increases in willingness to report for men and women (both informally as well as involving counselors and village leaders – but not
to the police) (Green et al., 2020). Similarly, a radio drama in rural Tanzania increased individual views around reporting underage marriage to authorities (village leaders), as well as views that others in their community would report underage marriage (both referring to a vignette of a father intending to marry his 13-year-old daughter) (Green et al., 2022). Finally, the TV series and video intervention in Egypt implemented during COVID-19 increased women’s willingness to contact a support organization or use online resources, as well as have recent contact with a support organization and use resources (ranging 4 – 6% increases, depending on treatment arm) (Christia et al., 2023). This was likely in part due to the emphasis on NGO services in videos, including legal support and sponsored hotlines – as well as step-by-step advice on what to do after experiencing sexual violence. Nonetheless, two studies found interventions lead to decreased service linkages, including a study in South Africa which found that women exposed to ChattyCuz were less likely to express interest in or access mental health services (De Filippo et al., 2023; Roopnaraine et al., 2019).

**Design and operational features**

Beyond the obvious choice of which media type and platform to engage with, there are a variety of design and operation features that producers, implementers and evaluators of edutainment programs must grapple with (Figure 2, right panel). For example, messages may be designed as direct or indirect, media might target men and boys, women and girls, or both, and edutainment may be paired with additional (complementary) activities to boost or sustain impacts. While detailed description of edutainment activities were not always included in papers, the majority of edutainment appeared to include direct messages (17 studies, or 81% of studies with information), while the minority included indirect messaging (6 studies, 29% of studies with information). In one study of a social media campaign in India, both direct (via docu-series) and indirect or implicit (via a fake reality TV show) messaging were tested side-by-side (Donati et al., 2022). Results show the implicit content was more likely to change attitudes after one week, however the direct content was more likely to prompt actions like willingness to share video clips, seek information online or publicly display disapproval of VAW by adding a frame to their
Facebook profile picture. While indirect messaging may be more appropriate for opening dialogue around a taboo or highly endorsed harmful practice – without alienating powerholders – a risk is the lack of control over messaging, unless accompanied by other activities.

Another key consideration is who to target with messages, both in terms of content, as well as more practically, how to disseminate to reach the most relevant population. While the majority of interventions and evaluations targeted both women and men (girls and boys), there were some exceptions—for example a TV series in Senegal, a chatbot and audio drama intervention in South Africa targeted adolescent girls and young women, while a TV and video intervention in Egypt targeted women alone (Christia et al., 2023; De Filippo et al., 2023; Dione et al., 2023). However, in some cases, even with joint targeting, activities were implemented in sex-specific groups, due to the sensitive nature of content to allow participants to speak freely with same sex facilitators (Cassidy et al. 2022; Clark et al., 2020, 2024). Only one study, a web-based online training intervention exclusively targeted young men enrolled in two Vietnamese universities (Yount et al., 2023). Despite joint targeting of men and women being common, only one study, previously described on street theater and child marriage in Pakistan, experimentally investigated targeting by sex of viewers (Cassidy et al., 2022). The evaluation in Pakistan reinforces the importance of including men and boys in activities, as key decision-makers and power holders for harmful practices like child marriage decisions.

Finally, ten studies included complementary components in addition to the edutainment content. In three cases, these included a dedicated curriculum, for example, the Saleema campaign in Sudan, Breakthrough’s campaign in India and the Change Starts at Home intervention in Nepal (which included, among others, pledges to abandon violence, trainings, community mobilization, etc.) (Clark et al., 2020, 2024; Evans et al., 2019; Raghunathan et al., 2021). In other cases, complementary components were light touch, meant to reinforce messages. These included post-screening discussions or interactive workshops (in Kenya, Pakistan and Senegal), linkages to text-based individual counseling services (South Africa) or technology transfers to facilitate access to edutainment (smart phone and solar charger in
Nigeria). In Senegal the additional impact of facilitated post-screening discussions and interactive workshops were experimentally tested, however results generally showed no additional impacts (Dione et al., 2023). Authors hypothesize that adolescent girls and women were already broadly discussing themes with family and friends informally and thus structured discussions were not needed to realize impacts.

The overall intensity of edutainment also varies across studies. Figure 2 shows among the 21 studies with information on the duration of edutainment content, eight studies (38%) include content of less than one hour, five studies (24%) include content from one hour to less than three hours, and seven studies (33%) include content over three hours in duration.

**Discussion and conclusions**

Edutainment is an increasingly popular way of influencing behavior change, including the prevention of violence and harmful practices at scale. This review finds that among the 22 studies that met inclusion criteria, evidence for FGM is the strongest (100% of two studies show reductions in behaviors, while 75% of four studies show favorable impact on attitudes or norms), followed by child, early and forced marriage (75% of three studies show reductions in behaviors, while 86% of studies show favorable impacts on attitudes or norms), and finally VAW (63% of eight studies show reductions in behaviors and 62% of 13 studies show favorable attitudes or norms) (Figure 1). Evaluations of edutainment on VAW the least consistent in their findings: numerous studies with at least one promising impact did not consistently show positive impacts across treatment arms or measures. In addition to these favorable impacts, a total of four studies reported at least one adverse effect – two related to IPV experience (Clark et al., 2020; Dione et al., 2023), one related to VAW norms (Donati et al., 2022) and the final related to early marriage attitudes (Raghunathan et al., 2021). In all cases but the latter, authors hypothesize these are driven by reporting or awareness effects – for example, greater awareness that violence is a problem or willingness
to report. Thus, potential for adverse effects is an open question, originating either from content reinforcing harmful norms, from participation of survivors directly (via re-traumatization) or from engaging perpetrators (via potential learning how to better avoid consequences or detection). Finally, although several ongoing trials exist, no studies on VAC in the home, at school or in public places were found, indicating a gap in the literature.

As edutainment content and delivery mechanisms are diverse, an important component of the literature is understanding why impacts are realized. Within the studies included, mechanisms were not always explicitly hypothesized or analyzed, and few studies were set up to explicitly vary parameters to test channels of impact. However, there was at least some evidence for all four hypothesized channels: an information channel, an individual persuasion channel, a norm diffusion channel and a service linkages channel. Qualitative evidence also points to the importance of network diffusion of messages, community-based implementation models, and social pressure to conform to behaviors (Dione et al., 2023; Johnson et al., 2018). For example, qualitative findings from Soul City, showed that it spurred community activism, including marches, protests and bystander behaviors to combat VAW: “At the end [of Soul City] we too decided that when a man is beating his wife we should all wake up and try to help that woman” (Usdin et al., 2005). This dynamic of efficacy to act is also shown in some of the included studies—for example, the web-based curriculum in Vietnam targeted at male university students increased bystander action—despite not changing attitudes (Yount et al., 2022, 2023). The interplay

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13 In the last case, no hypothesis is given for why anti-early marriage attitudes decrease, however it is possible this effect is an artifact, as it is only weakly significant and appears in only one treatment arm (the community mobilization package arm).

14 Three published pilot studies on school-based violence (Arnab et al., 2013; Leff et al., 2020) and violent discipline against children (Sanders et al., 2000) in the United Kingdom, United States and Australia were identified, however do not meet inclusion criteria. In the United Kingdom, a digital game (PR:EPARe) showed efficacy in increasing adolescent preparedness to avoid coercion in adolescent relationships. In the United States, a pilot study of Free2B multi-media bullying prevention campaign showed positive user experiences, as well as associations with increased problem-solving knowledge, prosocial attitudes, increased sympathy and confidence in handling conflict. In Australia, parents of young children reported fewer disruptive child behaviors after viewing a TV series Triple P (Positive Parenting Program), and these reductions were maintained six months later.
between mechanisms as well as further delineating how they spur changes in behaviors is an area of future research.

There are several common methodological challenges the reviewed studies face (Annex Table B1). The first relates to take-up of activities or the intervention. While some edutainment studies had high participation or exposure rates around or above 85% (Vogt et al., 2016; Yount et al., 2023), others had lower levels of participation, ranging from 25 to 60%, potentially undermining the studies’ power to detect effects. Even in cases where participation was relatively high, if individuals are required to be repeatedly exposed to or engaged in the content, intensity may vary across participants— including in ways which may introduce bias (e.g., if those who are exposed or participate at higher rates systematically different, including being more sympathetic to the topic). Some studies engineered ways to get around these take-up or exposure issues, including implementing ‘placebo’ content (identical media, but with a theme unrelated to violence), however others have relied on encouragement designs or sampling of compliers only. Most studies still report on ITT impacts and many (13 total) also implement a comparison to a placebo arm in an effort to cleanly identify impacts. Nonetheless, few studies explicitly mention power calculations, and sustaining engagement is a clear challenge for both implementation and evaluation, especially when repeated participation is required for storylines or to reinforce messages.

A second challenge is the measurement of outcomes. Attitude and norms measures are diverse and few implement validated scales or true measures of social norms. Behavior measures are more standardized, including commonly used DHS scales for IPV, however few studies collect measures related to VAW outside the home and only one study collected measures of forced (rather than age-based) marriage. An

15 For example, in Nigeria, Banerjee and colleagues (2019) screen an initial movie unrelated to the main intervention to identify a sample of participants who are likely to attend screenings. Approximately 38% of their original eligible list attended this initial screening—becoming their experimental sample. Thereafter 71% of the individuals in the experimental sample attended the first part of MTV’s Shuga series, while 57% attended the second part (49% attended both Shuga screenings). In Uganda, Green and colleagues (2020) re-sampled and re-surveyed compliers after short video screenings at movie halls due to ‘very low compliance’—involving returning to collect data from participants who had attended the video screening specifically.
added methodological complication with interventions aimed at changing social norms is the possibility of social desirability bias in survey responses. Only four studies attempt to explicitly correct for this by conducting heterogeneity analysis with social desirability scales, or by using indirect methods (list randomization) or implicit association tests (Banerjee, La Ferrara, et al., 2019; Dione et al., 2023; Islam et al., 2023; Vogt et al., 2016). The possibility of socially desirable responses driving positive results should be accounted for in edutainment and other social behavior change interventions. Finally, edutainment is thought to be highly scalable, however numerous interventions were implemented in small geographic areas, using artificial set-ups, with interventions tailored to a particular context—rather than through platforms or with content that is necessarily transferable.

Edutainment for reduction of VAW and VAC is an emerging area with high potential for innovation, impact and additional learning. However, there are also many open questions. First, we have little information on how to design edutainment to facilitate impacts: How intensive or sustained does content need to be to have lasting impacts?; Who should be targeted and (or) engaged to maximize behavior change on which platforms, with which types of media?; How do social norms network or multiplier effects change or sustain impacts over time?; What complementary programming can boost impacts? Theories underpinning edutainment hypothesize that the power of narrative storylines lies in character and role model development, which can transport and engage viewers alongside their social circles – however most interventions in the evaluated literature represent fairly short-term interventions, limiting their potential for long-term behavior change. In addition, there is some evidence and theoretical predictions that outcomes are more likely to change among individuals whose goals align with a particular message; but most studies are not set up or powered to detect sub-group effects (Vogt et al., 2016). Only one study included measures of cost-effectiveness, with respect to educational outcomes, rather than violence outcomes – indicating we have little evidence of how cost-effective models are to scale in comparison to alternative behavior change strategies (Orozco-Olvera & Rascon-Ramirez, 2022). Finally, we have no evidence currently from LMICs that tackles VAC, including school-based violence,
indicating high gains to rigorously testing these models. These gaps should be tackled in future research to further explore how to use edutainment confidently and effectively for reduction and prevention of violence.

**Works cited**


Electronic copy available at: https://ssrn.com/abstract=4755968


Electronic copy available at: https://ssrn.com/abstract=4755968


Khalifa, S. (2022). Female Genital Cutting and Bride Price. 90.


Electronic copy available at: https://ssrn.com/abstract=4755968


Figure 1. Summary of study-level effectiveness of edutainment by violence and outcome type (n=22)

- **Violence against women**
  - Behaviors: 63% (n=8)
  - Attitudes and/or norms: 62% (n=13)

- **Child, early & forced marriage**
  - Behaviors: 75% (n=4)
  - Attitudes and/or norms: 86% (n=7)

- **Female genital mutilation**
  - Behaviors: 100% (n=2)
  - Attitudes and/or norms: 75% (n=4)

Legend: Protective, Null, Adverse or mixed

Electronic copy available at: https://ssrn.com/abstract=4755968
### Figure 2. Summary of included studies by violence type, effectiveness, mechanisms and design features

<table>
<thead>
<tr>
<th>Studies (alphabetical by violence type)</th>
<th>Country</th>
<th>Violence type</th>
<th>Impacts &amp; evidence of mechanisms</th>
<th>Media type</th>
<th>Design &amp; delivery characteristics</th>
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<td><img src="https://example.com" alt="Null or insignificant effects" /></td>
<td><img src="https://example.com" alt="Null or insignificant effects" /></td>
<td><img src="https://example.com" alt="Participatory theater" /></td>
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<tr>
<td>Orozco-Olvera &amp; Rascon-Ramirez (2022)†</td>
<td>Nigeria</td>
<td><img src="https://example.com" alt="Null or insignificant effects" /></td>
<td><img src="https://example.com" alt="Null or insignificant effects" /></td>
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<td>Raghunathan et al. (2021)†</td>
<td>India</td>
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<td><img src="https://example.com" alt="Participatory theater" /></td>
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<tr>
<td>Sharratt et al. (2023)*</td>
<td>Uganda</td>
<td><img src="https://example.com" alt="Null or insignificant effects" /></td>
<td><img src="https://example.com" alt="Null or insignificant effects" /></td>
<td><img src="https://example.com" alt="Participatory theater" /></td>
<td><img src="https://example.com" alt="Complementary components" /></td>
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<tr>
<td>Evans et al. (2019)*</td>
<td>Sudan</td>
<td><img src="https://example.com" alt="Null or insignificant effects" /></td>
<td><img src="https://example.com" alt="Null or insignificant effects" /></td>
<td><img src="https://example.com" alt="Participatory theater" /></td>
<td><img src="https://example.com" alt="Complementary components" /></td>
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<tr>
<td>Khalifa (2022)†</td>
<td>Egypt</td>
<td><img src="https://example.com" alt="Null or insignificant effects" /></td>
<td><img src="https://example.com" alt="Null or insignificant effects" /></td>
<td><img src="https://example.com" alt="Participatory theater" /></td>
<td><img src="https://example.com" alt="Complementary components" /></td>
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<tr>
<td>Vogt et al. (2016)*</td>
<td>Sudan</td>
<td><img src="https://example.com" alt="Null or insignificant effects" /></td>
<td><img src="https://example.com" alt="Null or insignificant effects" /></td>
<td><img src="https://example.com" alt="Participatory theater" /></td>
<td><img src="https://example.com" alt="Complementary components" /></td>
</tr>
</tbody>
</table>

### Notes:
- * = journal article, † = working paper, pre-print or technical report; Studies are ordered by type of violence examined and by author last name (alphabetically); – (not reported); for evidence of impact and mechanisms:
  - ![One or more protective effect](https://example.com)
  - ![Null or insignificant effects](https://example.com)
  - ![Mixed effects (protective / null and at least one or more adverse effect)](https://example.com)

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### Table 1. Inclusion and exclusion criteria for edutainment and violence against women and children

<table>
<thead>
<tr>
<th>Domain</th>
<th>Inclusion criteria</th>
<th>Exclusion criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting</td>
<td>Low- and middle-income countries</td>
<td>High-income countries</td>
</tr>
</tbody>
</table>
| Intervention | Edutainment, defined as mass media and other creative art forms that integrate educational material focused on violence themes in a narrative or entertaining storyline. This could include: full-length movies, TV shows, radio, social media, video games, music videos, animated graphic novels, theater, virtual reality, among others. | • Broader forms of exposure to media, including TV, cable, newspapers without explicit edutainment content;  
• Exposure to news of high-profile events (e.g., Delhi rape case, OJ Simpson case) that contain aspects of inter-personal violence, yet have no edutainment content;  
• Mass media or edutainment without any focus or theme on violence, but that might measure violence as a spillover effect;  
• Interventions that are primarily based on other forms of behavior change content, yet may integrate a minimal amount of edutainment, which is unlikely to drive outcomes. |
| Outcomes | Measures of VAW and VAC, including attitudes, norm and behavior outcomes, encompassing the following specific types of violence:  
• VAW: Intimate partner violence, violence by non-partners (family members, community members, strangers, co-workers), harassment in public spaces, rape, femicide;  
• VAC: Violent discipline, school-based violence, bullying, child abuse, transactional sex, technology-facilitated violence, sexual exploitation;  
• Child, early or forced marriage: Marriage, partnerships or unions before the age of 18 and/or coerced or against the will of either partner.  
• FGM: All procedures that involve injury of, partial or total removal of the external female genitalia of any of the four common types: type 1 – removal of the clitoral glans, type 2 – removal of the clitoral glans and labia minora, type 3 – narrowing of the vaginal opening or infibulation and type 4 – all other non-medial procedures including pricking, piercing, cauterizing the genital area. | • Measures of violence against men (i.e., above the age of 18 years);  
• Measures of generalized violence within communities or society, often related to peacebuilding or humanitarian settings, including assault, burglary, armed conflict, etc.;  
• Proxies for violence measures, such as “conflict” “disagreements” “disputes”;  
• Measures of knowledge, information or awareness, aspirations or expectations related to VAW or VAC, which support evidence of mechanisms, but are not behaviors, attitudes or norms;  
• Measures of hazardous labor or child labor, including human and sex trafficking;  
• Measures of behaviors that relate to hypothetical actions—e.g., hypothetical reporting of violence, hypothetical intervention against violence, intention to perpetrate violence (i.e. intention to perform female genital mutilation or marry children off before the age of 18 years);  
• Behaviors related to sharing information about violence, signing a petition, ‘taking a stand’ against violence etc. |
Measures may be reported by any individual, as long as they refer to outcomes experienced by or relating to women and/or children.

| Methodology | Quantitative evaluations using rigorous methods to link edutainment to violence in a causal framework, using a credible counterfactual: experimental and quasi-experimental studies with sufficient sample size (rule-of-thumb >150 participants). Methodologies could include randomized control trials, matching designs, regression discontinuity designs, time series analyses or other natural experiments. | • Quantitative evaluations using non-experimental methods, including methods unable to make credible causal linkages between edutainment and violence: pre-post studies, associational studies. • Pilot studies meant to demonstrate proof-of-concept, but without sufficient sample size to detect effects (rule-of-thumb <150 participants) • Qualitative studies, including process evaluations meant to unpack implementation aspects or perspectives of participants |

<table>
<thead>
<tr>
<th>Time frame</th>
<th>Studies published from 2000 to 2023</th>
<th>Studies published before 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of publication</td>
<td>Journal article, working or discussion paper, pre-print, technical report</td>
<td>Policy brief, presentation, or other outputs with insufficient information to determine technical parameters of the study—including indicator definitions, analytical methods etc.</td>
</tr>
</tbody>
</table>

Notes: FGM = female genital mutilation, VAC = violence against children, VAW = violence against women
### Table 2. Summary of impacts of edutainment on violence against women

<table>
<thead>
<tr>
<th>No</th>
<th>Authors (year)</th>
<th>Setting</th>
<th>Type of media</th>
<th>Description</th>
<th>Type of evaluation</th>
<th>Sample</th>
<th>Outcome</th>
<th>Impacts on attitudes &amp; behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aju et al. (2022)†</td>
<td>Kenya (rural)</td>
<td>TV series</td>
<td>24-min &quot;Wise woman&quot; episode linked to <em>Shamba Shape Up</em> + debrief session</td>
<td>cRCT [follow-up &lt; 1 month]</td>
<td>1,719 men &amp; women farmers</td>
<td>●</td>
<td><strong>Attitudes</strong>: No impact on attitudes towards domestic violence.</td>
</tr>
</tbody>
</table>
| 2  | Arias (2019)* | Mexico (rural) | Audio soap opera | 4 x 15-min episodes of *A new dawn in Quialana* via audio CD, loudspeaker or community meetings | Quasi-exp + RT [follow-up after 1-2 days] | 340 male & female heads of household | ● ● | **Community meetings**: Improvements in beliefs VAW is a problem (0.29 SDs) and perception that community rejects VAW (0.63 SDs);  
**Loudspeaker**: Improvements in beliefs VAW is a problem (0.42 SDs) and perception that community rejects VAW (0.43 SDs);  
**Audio CD**: No significant impacts. |
| 3  | Banerjee et al. (2019)* | Nigeria (urban) | TV series | 8 x 22-min *MTV Shuga* episodes, as well as video-clips with HIV-related beliefs and values of peers | cRCT [follow-up after 8 months] | 5,166 male & female 18-25 year olds | ● | **Men**: Decrease on index of attitudes justifying IPV and binary indicator of justifying IPV in any scenario (5.5 pp);  
**Women**: No significant impacts on index of attitudes justifying IPV or binary indicator of justifying IPV in any scenario. |
| 4  | Christia et al. (2023)* | Egypt | Social media, video clips, TV series | 13 x 5-9 min video clips, TV series *Hekayat Nehad* of 10 x 25-30 min episodes, featuring a women's rights lawyer + hotline information | RCT [follow-up after 10 weeks] | 4,165 women via Facebook | ● | **Behaviors**: No impacts on experience of domestic or sexual violence;  
**Attitudes**: No impact on ‘if yelling is justified’ or on index measuring rejection of sexual violence overall, however group receiving reminders about the TV show showed a 0.06 SD marginally significant increase in rejection of sexual violence. |
| 5  | Clark et al. (2020)* | Nepal | TV film, theater | *Samajhdari*: Weekly radio show (40 x 20 min), radio listening groups, feature length film (45 min), community theater | cRCT [follow-ups at 12 & 28 months] | 3,252 women | ● | **Behaviors**: Increase in physical and/or sexual IPV among community members at midline (driven by physical IPV, 7 pp at both midline and endline), decrease in physical and/or sexual IPV among listening group members with frequent participation at midline (driven by sexual IPV 9 pp at midline). |
| 6  | Clark et al. (2024)* | Nepal | TV film, theater | *Samajhdari*: Same as above + diffusion campaign | Quasi-exp [follow-ups at 9 & 18 months] | 442 women | ● | **Behaviors**: Decrease in any experience of IPV among community members (33%) and listening group participants (39%) (driven by reductions in psychological, sexual and physical IPV), as well as violence from in-laws.  
**Norms**: Increase in positive IPV injunctive norms (supporting freedom from IPV) at midline, however no impacts on negative IPV descriptive norms. |
Table 2. Summary of impacts of edutainment on violence against women (continued, part 2)

<table>
<thead>
<tr>
<th>No</th>
<th>Authors (year)</th>
<th>Setting</th>
<th>Type of media</th>
<th>Description</th>
<th>Type of evaluation</th>
<th>Sample</th>
<th>Outcome</th>
<th>Impacts on attitudes &amp; behaviors</th>
</tr>
</thead>
</table>
| 6  | Cooper et al. (2020)*; Green et al. (2020)* & Wilke et al. (2019)* | Uganda (rural) | Video clips | 3 x 4-8-min video vignettes (added to screenings of feature films) | cRCT [follow-ups at 2 month & 8 months] | 1,041 men & women aged 18-50 years (31% women) | • | Behaviors: Women experience reductions in any VAW (4.9 pp) and VAW frequency at endline.  
Attitudes: No impact on acceptability of IPV, perceptions of survivor suffering or perceptions around ability of survivors to escape violence at midline or endline;  
Gamified chatbot: Decreases in any IPV (7 pp), driven by technological and/or psychological IPV, increase in attitudes rejecting IPV (via identification of healthy relationship behaviors);  
Audio drama 'narrative' chatbot: No significant impacts on any IPV, increase in attitudes rejecting IPV (via identification of healthy relationship behaviors). |
| 7  | De Filippo et al. (2023)* | South Africa | Gamified chatbot, audio drama | ChattyCuz: WhatsApp behaviorally-informed gamified chatbot or audio drama + direct link to trained counsellor | RCT [follow-up at 4 days & 3 months] | 19,643 women aged 18-24 years via Facebook | • | Midline: No impacts on attitudes rejecting IPV or sexual violence (no additional impact of facilitate discussions);  
Endline: No impacts on controlling behaviors and physical IPV, increases in emotional and sexual IPV (7 pp and 11 pp, not driven by facilitated discussions), no impacts on non-partner VAW (no additional impact of facilitated discussions), few impacts on attitudes and norms rejecting IPV or sexual violence (marginally significant impact on rejecting IPV originating from facilitated discussions). |
| 8  | Dione et al. (2023)† | Senegal (rural) | TV series* | ~14 x 25-min episodes of C'est la vie! TV series + facilitated discussions | cRCT [follow-ups at 6 & 12 months] | 3,433 women and girls 14-34 years in 117 villages | • | Drama clips (implicit messaging): Improved VAW attitudes (0.15 SDs) in the short-term, no effects on VAW norms or on medium-term measures;  
Documentary clips (explicit messaging): No change in VAW attitudes, deteriorating effects on VAW norms (0.31 SDs) in the short-term, no effects on medium-term measures. |
| 9  | Donati et al. (2022)† | India (urban) | Video clips | 3-7 WEvolve social media marketing clips totaling 25 minutes (fake reality TV series versus documentary clips) | RCT [follow-up at short-term, 1 week & medium term, 4 months] | ~620 male & female 18-24 year olds using Facebook or Instagram | • | Midline: No impacts on attitudes rejecting IPV or sexual violence (no additional impact of facilitate discussions);  
Endline: No impacts on controlling behaviors and physical IPV, increases in emotional and sexual IPV (7 pp and 11 pp, not driven by facilitated discussions), no impacts on non-partner VAW (no additional impact of facilitated discussions), few impacts on attitudes and norms rejecting IPV or sexual violence (marginally significant impact on rejecting IPV originating from facilitated discussions). |
Table 2. Summary of impacts of edutainment on violence against women (continued, part 3)

<table>
<thead>
<tr>
<th>No</th>
<th>Authors (year)</th>
<th>Setting</th>
<th>Type of media</th>
<th>Description</th>
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<th>Impacts on attitudes &amp; behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Hoff et al. (2021)†</td>
<td>India (rural)</td>
<td>Theater</td>
<td>Jana Sanskriti forum theater with drama (20 min) &amp; interactive plots (2-3 hours)</td>
<td>Quasi-exp [follow-up at ≥ 10 years]</td>
<td>3,449 couples, women 18-49 years &amp; husbands in 92 villages</td>
<td>●</td>
<td>• Experience: Decreases in overall IPV (15 pp), emotional IPV (5 pp), physical IPV (9 pp), and increases in freedom from controlling behaviors (4 pp); reductions in verbal or physical IPV during husband's drinking (wives' report: 5 pp, husbands' report: 11 pp); • Attitudes: Decreases in belief wife beating is justified (wives' report: no significant effect, husbands' report: 33 pp).</td>
</tr>
<tr>
<td>11</td>
<td>Leyaro et al. (2021)†</td>
<td>Tanzania (rural)</td>
<td>Docu-film</td>
<td>Movie extract: 13-min film profiling a domestic violence survivor</td>
<td>RCT [follow-up same day]</td>
<td>520 men and women ≥ 15 years in 6 villages</td>
<td>●</td>
<td>• Experience: Decreases in ever experienced IPV (20 pp) and IPV index reported by women (driven by physical IPV, interpreted as decreases in reporting), no impacts on perpetration reported by men; • Attitudes: No impacts on attitudes (any or index) among women, reduction in justification of violence (any, however no impacts on index) among men.</td>
</tr>
<tr>
<td>12</td>
<td>Roopnaraine et al. (2019)†</td>
<td>Zambia (rural)</td>
<td>Video clip</td>
<td>20-min Zambia Centre for Communication Program anti-GBV video + social nudge (information that other villagers saw the video)</td>
<td>RCT [follow-up same day]</td>
<td>643 men and women 18-50 years</td>
<td>● ●</td>
<td>• Attitudes and norms: Decreases in justifying IPV (no additional effect of social nudges), decreases in perceived community norms justifying GBV (driven by social nudges).</td>
</tr>
<tr>
<td>13</td>
<td>Yount et al. (2022; 2023)*</td>
<td>Vietnam (urban)</td>
<td>Online training, serial drama</td>
<td>GlobalConsent: 6 x 30-min interactive web-based modules including serial drama</td>
<td>RCT [follow-ups at 6 months &amp; 12 months]</td>
<td>793 male university students aged 18-24</td>
<td>●</td>
<td>• Experience: Decreased odds of reporting high-level (at least two acts) of sexually violent behavior in follow-ups (pooled) (OR = 0.5), marginally significant decreased odds of any sexually violent act (pooled) (OR = 0.71), no effects on count of sexually violent acts; • Attitudes: No impacts on attitudes rejecting rape myths (for victim or perpetrator).</td>
</tr>
</tbody>
</table>

Notes: ● = behaviors, ● = attitudes, ● = norms, * = journal article, † = working paper, pre-print or technical report; cRCT = (cluster) randomized control trial, GBV = gender-based violence, IPV = intimate partner violence, OR = odds ratio, pp = percentage point, RT = randomized trial, VAW = violence against women.

a Participants were recruited via Facebook into the following four treatment arms, receiving content via: 1) WhatsApp messages informing them when (and where) the TV show would air, 2-4) messages about 13 YouTube-hosted videos either via Facebook, WhatsApp individual or WhatsApp group messages.

b Treatment arms are allocated at the village level to: 1) film clubs and 2) film clubs + pedagogical kits including post-screening discussions and workshops. A ‘nudge’ is cross-randomized at the individual level to encourage women and girls to invite their husbands or another male guest, however no aggregate differences are found on the overall violence index. In addition, after the start of COVID-19, an audio podcast adaption of the series was implemented to extend the intervention, however due to low take-up and implementation issues there were no additional effects of the podcast variation.
Table 3. Summary of impacts of edutainment on child, early and forced marriage

<table>
<thead>
<tr>
<th>No</th>
<th>Authors (year)</th>
<th>Setting</th>
<th>Type of media</th>
<th>Description</th>
<th>Type of evaluation</th>
<th>Sample</th>
<th>Outcome</th>
<th>Average impacts on attitudes &amp; behaviors</th>
</tr>
</thead>
</table>
| 1  | Cassidy et al. (2022)† | Pakistan (rural) | Video screening of street theater | Mobile cinema of a street-theater performance (10 min) with facilitated discussion immediately (30 min) + 3 months later (50 min) | cRCT [follow-ups at 6 & 18 months + monthly village administrative data] a | 1,700 households (5,100 individuals): Adolescent boys & girls 14-17 years + parents in 177 villages | • Targeting males only: Decrease in child marriage at midline (4.6 pp) and endline (5.4 pp), no change in attitudes supporting later marriage or community norms rejecting later marriage;  
• Targeting females only: No effects on child marriage, increases in attitudes supporting later marriage only at midline, increases in community norms rejecting child marriage at both midline and endline;  
• Joint targeting: Decrease in child marriage only at endline (8.3 pp), both women and men adopt attitudes supporting later marriage and believe community norms are less supportive of child marriage;  
• Child marriage at the village-level: Decreases seen in all study arms, ranging from 20-40 pp, however not significant at endline in the male only treatment arm. |
| 2  | Dione et al. (2023)† | Senegal (rural) | TV series | ~14 x 25-min episodes of C’est la vie! TV series + facilitated discussions | cRCT [follow-ups at 6 & 12 months] b | 3,433 women and girls aged 14-34 years in 117 villages | • Combined intervention: No impacts on child marriage at endline, no impacts on child marriage attitudes at midline, increases in attitudes on youngest acceptable age at marriage ≥18 years (0.10 SDs) and ideal age ≥18 years (0.11 SDs) at endline;  
• Additional impact of facilitated discussions: No additional impacts on early marriage outcomes. |
| 3  | Green et al. (2022)* | Tanzania (rural) | Radio drama | ~2 hour radio drama, Tamaapendo | cRCT [follow-ups at 2 weeks & 15 months] | 1,200 adult men & women (≥ 18 years) in 30 villages | • Short-term impacts: Increases in attitudes rejecting forced marriage (9.3 pp), forced marriage at 18+ years (8.8 pp), and forced marriage <18 years (for a substantial sum of money - 4.8 pp, but not for a daughter misbehaving), increases in community norms rejecting forced marriage and early forced marriage (6.5 pp and 5.4 pp, respectively);  
• Longer-term impacts: Attitudes rejecting forced marriage persist, yet diminish in magnitude (2.6 pp), impacts on community norms dissipate. |
| 4  | Islam et al. (2023)* | Bangladesh | TV series | ~26 x 20-min episodes of Ichedana TV series | RCT [follow-up at ~27 months] c | 1,096 households (adolescent girl, boy, mother, father) in 3 districts | • Attitude and norm index: No significant impact of watching additional episodes on index for any target group (fathers, mothers, adolescent boys or girls) |

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<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Orozco-Olvera &amp; Rascon-Ramirez (2022)†</td>
<td>Nigeria (rural)</td>
<td>Videos; m-Learning game</td>
<td>~5 min x 11 videos (<em>My better world</em>) + facilitated discussions; EdTech apps preloaded on a smartphone</td>
<td>cRCT [follow up at ~12-17 months]</td>
<td>9,393 households (caregivers &amp; children 6-9 years) in 128 school catchment areas</td>
<td>● Behaviors: Combined intervention decreased likelihood of being a parent and marriage among all children &lt; 18 years (3.9 pp), however no significant impact for pooled treatment or videos alone;● Attitudes and norms: Combined intervention decreased main respondent’s acceptance of early marriage of girls (6.9 pp) and community perceptions of the same (7.3 pp); Impacts are significant for pooled treatment, but not videos alone.</td>
<td></td>
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<tr>
<td>6</td>
<td>Raghunathan et al. (2021)†</td>
<td>India (rural)</td>
<td>Multi-media campaign</td>
<td><em>Breakthrough’s</em> mass media package: TV, radio, theater, puppet shows + trainings, community mobilization</td>
<td>cRCT [follow-up at 5.5 years]</td>
<td>3,360 households (caregivers) in 280 Gram Panchayats</td>
<td>● Behaviors: Decreases in child marriage in the full package (9 pp), the training package (11 pp) and the community mobilization package (5 pp); Age at marriage increased in the full package (0.54 years) and the training package (1 year). ● Attitudes: No impacts on the early marriage attitude index in all arms except the community mobilization package (adverse effect).</td>
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</tr>
<tr>
<td>7</td>
<td>Sharratt et al. (2023)*</td>
<td>Uganda (urban)</td>
<td>Video game</td>
<td>5 sessions (chapters) x 45-60 min video game <em>Peace</em></td>
<td>RCT [follow-ups immediately &amp; 1 week]</td>
<td>289 adolescents aged 14-18 years across four secondary schools</td>
<td>● Attitudes: Decreases in endorsement of child marriage overall in the treatment group (cohen’s d = 0.43 at immediate follow-up); no significant differences by gender (boys versus girls)</td>
<td></td>
</tr>
</tbody>
</table>

Notes: * = journal article, † = working paper, pre-print or technical report; cRCT = (cluster) randomized control trial, pp = percentage point.

a The study had three treatment arms with the same intervention exposure, but different target groups: 1) women and girls only, 2) men and boys only and 3) targeting both genders simultaneously.

b Treatment arms are allocated at the village level to: 1) film clubs and 2) film clubs + pedagogical kits including post-screening discussions and workshops. A ‘nudge’ is cross-randomized at the individual level to encourage women and girls to invite their husbands or another male guest, however no aggregate differences are found on the overall violence index. In addition, after the start of COVID-19, an audio podcast adaption of the series was implemented to extend the intervention, however due to low take-up and implementation issues there were no additional effects of the podcast variation.

c Design was a randomized encouragement design, with two treatment groups: 1) households received text messages for 26 consecutive weeks encouraging them to watch the series during the airing period, 2) households received the same text messages and follow-up phone calls informing them about the schedule, channel of airing and encouraging them to see the upcoming episode.

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Study randomized school catchment areas to a 2-session community video screening meant to re-shape parental attitudes towards education, early marriage and child labor, followed by post-screening facilitated discussions, or a control group. In half the treatment areas, a third of households were awarded a smartphone with literacy apps via a lottery (Feed the Monster and the Global Digital Library) - selected households were invited to a training session on how to use the phone and apps.

Treatment arms were randomly allocated into four packages: 1) mass-media: TV and radio messages, newspapers and theater, 2) mass media + training: addition of training on gender rights, sexuality and sexual harassment, 3) mass media + community mobilization: additional events including Kishori melas, puppet shows, video vans, mural painting etc., 4) full package: mass media + training + community mobilization.
Table 4. Summary of impacts of edutainment on female genital mutilation

<table>
<thead>
<tr>
<th>No</th>
<th>Authors (year)</th>
<th>Setting</th>
<th>Type of media</th>
<th>Description</th>
<th>Type of evaluation</th>
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<th>Outcome</th>
<th>Average impacts on attitudes &amp; behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Christia et al. (2023)*</td>
<td>Egypt</td>
<td>Social media, video clips, TV series</td>
<td>13 x 5-9 min video clips, TV series Hekayat Nehad of 10 x 25-30 min episodes, featuring a women's rights lawyer + hotline information</td>
<td>RCT [follow-up after 10 weeks]*</td>
<td>4,165 women via Facebook</td>
<td>• <strong>Attitudes</strong>: No impacts on attitudes regarding FGM's importance for marriage or health benefits of FGM.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Dione et al. (2023)†</td>
<td>Senegal (rural)</td>
<td>TV series</td>
<td>~14 x 25-min episodes of <em>C'est la vie!</em> TV series + facilitated discussions</td>
<td>cRCT [follow-ups at 6 &amp; 12 months]†</td>
<td>3,433 women and girls aged 14-34 years in 117 villages</td>
<td>• <strong>Combined intervention</strong>: No impacts on anti-FGM attitudes at midline, increased support of anti-FGM attitudes at endline (0.11 SDs), increase in uncut daughters at endline (0.09 SDs); • <strong>Additional impact of facilitated discussions</strong>: No additional impacts FGM outcomes.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Evans et al. (2019)*</td>
<td>Sudan</td>
<td>Multi-media campaign</td>
<td>Sufara Saleema and Colors campaign + community dialogue, abandonment pledges</td>
<td>Quasi-exp, dosage [follow-ups at 12 &amp; 24 months]</td>
<td>~3,800 men and women across all 18 states per wave</td>
<td>• <strong>Norms</strong>: Dosage of campaign exposure associated with decreases in pro-FGM social norms.</td>
<td></td>
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<tr>
<td>4</td>
<td>Khalifa (2022)†</td>
<td>Egypt</td>
<td>Radio</td>
<td><em>Al-Rabat El-Byout</em>, an anti-FGM radio campaign airing daily for 5 min each morning for 11 years</td>
<td>Quasi-exp, age discontinuity &amp; radio coverage [follow-ups ≤ 20 years]</td>
<td>~62,300 women 15-49 [across 7 DHS]</td>
<td>• <strong>Behaviors</strong>: Village coverage of messages deceases the likelihood of experiencing FGM (12-13 pp).</td>
<td></td>
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<tr>
<td>5</td>
<td>Vogt et al. (2016)*</td>
<td>Sudan (rural)</td>
<td>Short movie</td>
<td>90-min movie with varying sub-plots (on individual values, marriageability or combined)</td>
<td>RCT &amp; cRCT [follow-ups same day &amp; 1 week]</td>
<td>189 adults in 5 communities &amp; 7,729 adults in 88 clusters representing 122 communities</td>
<td>• <strong>Attitudes</strong>: Across all sub-plots attitudes towards uncut girls improve immediately after viewing (effects: 55-64% of SD in IAT scores), with effects from sub-plots addressing individual values and marriageability concerns together producing impacts lasting a week later (effects: 10-11% of SD in IAT score), while single sub-plots are no longer significant a week later.</td>
<td></td>
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</tbody>
</table>
Participants were recruited via Facebook into the following four treatment arms, receiving content via: 1) WhatsApp messages informing them when (and where) the TV show would air, 2-4) messages about 13 YouTube-hosted videos either via Facebook, WhatsApp individual or WhatsApp group messages.

Treatment arms are allocated at the village level to: 1) film clubs and 2) film clubs + pedagogical kits including post-screening discussions and workshops. A 'nudge' is cross-randomized at the individual level to encourage women and girls to invite their husbands or another male guest, however no aggregate differences are found on the overall violence index. In addition, after the start of COVID-19, an audio podcast adaption of the series was implemented to extend the intervention, however due to low take-up and implementation issues there were no additional effects of the podcast variation.
Annex A. Search strategy

Database search

Google scholar searches using combinations of: a) violence type, b) edutainment and c) impact evaluation, with separate searches by type of violence. Screening abstracts and full text of first 10 pages of hits.

Violence: (“intimate partner violence” OR “violence against women” OR “domestic violence” OR “harassment” OR “workplace violence” OR “rape” OR “femicide”) OR (“violence against children” OR “violent discipline” OR “child abuse” OR “bullying” OR “school violence”) OR (“child marriage” OR “early marriage” OR “forced marriage”) OR (“female genital cutting” OR “female genital mutilation”) OR (“transactional sex” OR “sexual exploitation” OR “sex work” OR “sex trafficking”) AND

Edutainment: (“edutainment” OR “mass media” OR “entertainment-education”) AND

Evaluation: (“evaluation”) AND

Websites

Websites of key organizations and events were screened, including: The Population Media Center, the Communication Networks Initiative, BBC Media Action, Geena Davis Institute, papers and content being presented at the Social Behavior Change Communication Summit in Marrakesh (2023) and the Development Impact Evaluation (DIME) Research Group at the World Bank.

Outreach to experts

Personal emails to 16 experts with previous or ongoing work on edutainment and violence across typologies (e.g. VAW, child marriage, FGM), including snowball emails with a list of qualifying papers as per database searches and requesting updated copies of drafts and/or new qualifying studies.

Electronic copy available at: https://ssrn.com/abstract=4755968
Annex Table B1. Details on study methodology and scale

<table>
<thead>
<tr>
<th>No</th>
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<th>Scale (&amp; potential) of implementation</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Aju et al. (2022)† [Kenya]</td>
<td>24-min &quot;Wise woman&quot; episode linked to Shamba Shape Up + debrief session</td>
<td>ITT [Participation was ~60% at screening]</td>
<td>Yes</td>
<td>• <strong>Attitudes</strong>: Attitudes towards domestic violence scale as suggested by the Pro-WEAI, an indicator = 1 if participant believes a husband is not justified in hitting or beating his wife in all 5 scenarios: 1) she goes out without telling him, 2) she neglects children, 3) she argues with him, 4) she refuses to have sex with him, 5) she burns the food.</td>
<td>High: 122 villages across 7 counties; Shamba Shape Up is a well-known TV show produced and broadcasted in Kenya</td>
</tr>
<tr>
<td>2</td>
<td>Arias (2019)* [Mexico]</td>
<td>4 x 15-min episodes of <em>A new dawn in Quialana</em> via audio CD, loudspeaker or community meetings</td>
<td>ITT [Participation across delivery modalities: Community meeting (25%), loudspeaker (NR), audio CD (100%, self-reported)]</td>
<td>No</td>
<td>• <strong>Attitudes and norms</strong>: Individual components from Likert scale questions: (a) personal beliefs if VAW is a problem in the community (3 questions); (b) perceived social rejection by community members of VAW (3 questions).</td>
<td>Low: 1 village in Oaxaca, Mexico which is also the setting of the audio drama</td>
</tr>
<tr>
<td>3</td>
<td>Banerjee et al. (2019)* [Nigeria]</td>
<td>8 x 22-min MTV Shuga episodes, as well as video-clips with HIV-related beliefs and values of peers</td>
<td>ITT [Participants of an initial screening selected for the study (38% attendance); For the Shuga screenings, 71% of participants attended the first screening, 57% attended the second, 49% attended both]</td>
<td>Yes</td>
<td>• <strong>Attitudes</strong>: Count variable (0-8) and binary indicator (justified for any reason) from two sets of DHS questions: a) whether husband is justified forcing his wife to have sex with him when she does not want to, and b) whether a husband is justified in beating his wife under 7 different circumstances.</td>
<td>Medium: 7 towns across 3 states in Nigeria; Shuga season 3 is a well-known TV show produced and broadcasted in Nigeria and beyond</td>
</tr>
<tr>
<td>4</td>
<td>Cassidy et al. (2022) [Pakistan]</td>
<td>Mobile cinema of a street-theater performance (10 min) with facilitated discussion immediately (30 min) + 3 months later (50 min)</td>
<td>ITT [Number of participants by village: ~18 women and/or girls (female target arm); ~16 men and/or boys (male target arm); ~15 (16) males (females) (joint target arm). Participation rates are unclear, however compliance is described as &quot;near perfect.&quot;]</td>
<td>No</td>
<td>• <strong>Child marriage (household)</strong>: Measured by asking questions about current marital status and age at the time of marriage; • <strong>Child marriage (village level)</strong>: =1 if conditional on there being a marriage in the village each month, if there was at least one girl bride &lt; 18 years. As child marriage is illegal, data collection relied on interviews of village members, rather than official records; • <strong>Attitudes</strong>: Continuous variable that takes on the value of what the respondent personally believed is the best age for a girl to be married. • <strong>Beliefs about other men and women in communities</strong>: Measured as the number of other men (women) out of 10 in their community who would find X age the best age for marriage (or who would find X age an acceptable age for marriage).</td>
<td>Medium: 177 villages in Sindh and Punjab provinces, local actors used in the theater performance, however video implies greater scalability</td>
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| 5  | Christia et al. (2023)* [Egypt] | 13 x 5-9 min video clips, TV series Hekayat Nehad of 10 x 25-30 min episodes, featuring a women’s rights lawyer + hotline information | ITT [~45% of women in the social media treatment arms visited the site, watching between 2-3 videos] | No | • Attitudes on gender equality: Index includes 8 questions, including questions on if yelling is justified, circumcision important for women’s marriage, female circumcision has health benefits and marriage is permitted under age 18 with family consent;  
• Attitudes on sexual violence: Index includes 8 questions on verbal harassment, legal consequences, would interfere to support a woman sexually harassed at work, inappropriate clothing justifies harassment etc.;  
• VAW experience: Includes 3 questions, heard of or experienced yelling, hitting or sexual abuse (during COVID-19). | High: Sample recruited via Facebook across Egypt, videos and series highly scalable |
| 6  | Clark et al. (2020; 2024)* [Nepal] | Samajhdari: Weekly radio show (40 x 20 min), radio listening groups, feature length film (45 min), community theater + community engagement | ITT & CATE [~26% of community members were exposed to at least one intervention activity, including street theater (~11%) and radio (8%); Women's attendance in radio listening groups was ~35 sessions (maximum 40), while men's attendance was ~33 sessions (maximum 40)] | Yes* | • IPV experience: Binary outcomes for any experience of physical and/or sexual IPV and experience of emotional in the prior 12-months measured via the standard items used in 'What Works' program (5 items physical, 3 items sexual, 4 items emotional, 3 items economic).  
• Violence from in-laws: Binary outcome from 3 items assessing emotional or physical abuse from her husband's family, or reports that her husband's family encourages him to hurt her.  
• IPV (positive) injunctive norms: A modified 25-item version of the Partner Violence Norms Scale (PVNS), including acceptability of gender roles, violence and help seeking (responses on Likert scale ranging from nearly all (1) to none at all (5)).  
• IPV (negative) descriptive norms: Nine items assessing respondent's perceptions about how people behave in the community (responses on a Likert scale ranging from strongly disagree (1) to strongly agree (4)). | Medium: 36 Village Development Committees across 3 districts of Nepal, scalable via NGO activities however requires village-level mobilization |
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<td>7</td>
<td>Cooper et al. (2020)<em>; Green et al. (2020)</em> &amp; Wilke et al. (2019)* [Uganda]</td>
<td>3 x 4-8-min video vignettes (added to screenings of feature films)</td>
<td>CATE [Initially, a random sample of 5,544 adults in 110 communities was undertaken, however due to “very low compliance” a resampling was done with 190 additional adults of those who attended in 14 clusters with lowest attendance (implies initial participation of 18%)]</td>
<td>Yes</td>
<td>• Attitudes: VAW not acceptable created from 4 questions (does a man have good reason to hit his wife under four different scenarios); Women suffer greatly from VAW and VAW can spiral out of control created from one vignette each regarding husbands use of physical IPV; • Experience of VAW (number of incidents): calculated from one question indicating the experience of participant or any other woman in her household as a victim of violence (and number of incidents) in the last 6 months, also asked regarding wife beating in the community (response include: &quot;almost never&quot; &quot;less than once a month&quot; &quot;once a month&quot; &quot;once a week&quot; &quot;almost every day&quot;).</td>
<td>Medium: 112 communities in four districts of rural Uganda with clips developed for the study</td>
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<td>8</td>
<td>De Filippo et al. (2023)* [South Africa]</td>
<td>ChattyCuz: WhatsApp behaviorally-informed gamified chatbot or audio drama + direct link to trained counsellor</td>
<td>ITT [Participants were Facebook users who agreed to the trial were randomized to different treatment arms. Overall 56% and 60% of the gamified chatbot and the narrative audio drama were retained over the study period]</td>
<td>Yes</td>
<td>• IPV attitudes: Identification of unhealthy relationship behaviors used an adapted IPV Attitudes Scale (assessed 3 days after allocation). This scale comprises abuse and control subscales to measure psychological violence identification; • IPV experience: Adapted WHO Multi-country Study Instrument, comprising two physical IPV and one sexual IPV measure shown to be sensitive and specific in the South African setting, in addition to two technological violence items (assessed 3 months after allocation).</td>
<td>High: Large sample recruited via Facebook, across South Africa</td>
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Annex Table B1. Details on study methodology and scale (continued, part 4)

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| 9   | Dione et al. (2023)[†] [Senegal] | ~14 x 25-min episodes of C’est la vie! TV series + facilitated discussions | ITT (~89-92% of targeted adolescent girls and women participated in the film clubs, attending 3.4-3.6 screenings or 75% of total screenings implemented) | Yes | • VAW attitudes and norms: Indices created from sub-scales of the "social norms and beliefs about GBV scale" with responses on Likert scales (attitudes rejecting sexual violence - 5 questions, norms rejecting sexual violence - 4 questions, attitudes rejecting IPV - 4 questions, norms rejecting IPV - 4 questions)  
  • VAW behaviors: Modified WHO-recommended conflict tactic scale measuring 12-month experience of controlling behaviors, emotional, physical and sexual IPV (20 questions total) - binary measures constructed for each.  
  • Child marriage attitudes: Index created from two questions on opinion regarding the youngest acceptable age for a girl to get married (=1 if ≥ 18 years) and the ideal age for a girl to get married (=1 if ≥ 18 years).  
  • Early marriage behaviors: Binary variable = 1 if respondent is under the age of 19 self-reports herself as married.  
  • FGM attitudes: Index created from three questions regarding FGM with responses on a Likert scale, example question: "It is important to circumcise girls so that they remain virgins until they marry."  
  • FGM behaviors: Mother's report of FGM status of her daughters (=1 if any daughter has undergone FGM). | High: 117 villages across two regions with content aired across West and Central Africa |
| 10  | Donati et al. (2022)[†] [India] | 3-7 WEvolve social media marketing clips totaling 25 minutes (fake reality TV series versus documentary clips) | ITT [Overall take-up: Rates of playing half or more of the clips was 35% (from platform "click" data). These rates were similar in the drama treatment and placebo treatment (43% and 45%, respectively), however were lower in the documentary treatment (19%).] | Yes | • VAW attitudes: Index based on 3 questions, with responses on a scale (1-5) agreement that "a husband is justified in hitting or beating his wife if she goes out without telling him," "a husband is justified in hitting or beating his wife if he suspects her of being unfaithful" and "would tell anyone if finds out that a friend beats or physically hurts his partner";  
  • Beliefs about others' VAW attitudes: Index based on 4 questions, with responses on a scale (1-10), "Imagine to pick 10 of your closest Facebook friends, according to you: How many of them think that women should be virgins till marriage?" , "think that men should be virgins till marriage", "think that a husband is justified in hitting or beating his wife if he suspects her of being unfaithful", "think that a husband is justified in hitting or beating his wife if she goes out without telling him?" (as measured at 1 week follow-up, questions vary at 4-month follow-up) | High: Sample recruited via Facebook and Instagram across a large number of cities |
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<tr>
<td>11</td>
<td>Evans et al. (2019)* [Sudan]</td>
<td><em>Sufara Saleema and Colors campaign + community dialogue, abandonment pledges</em></td>
<td>Dosage [Monitoring data shows wide variation in event attendance, ranging from 1 - 41 people per event. There was a 65% increase in logged per-capita event attendance at midline (2017) as compared to baseline (2016)]</td>
<td>No</td>
<td>[FGM social norms](factor score based on descriptive and subjective norms): Answered on a four point scale (dichotomized to those who “agree” or “strongly agree”): 1) &quot;Most people in my community practice cutting” 2) &quot;Most of my friends practice cutting” 3) &quot;It is appropriate for families in my community to practice cutting” 4) &quot;Sudanese society in general considers it appropriate to practice cutting.&quot;</td>
<td>High: Nationally-representative survey and campaign</td>
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<tr>
<td>12</td>
<td>Green et al. (2022)* [Tanzania]</td>
<td>~2 hour radio drama, <em>Tamapendo</em></td>
<td>CATE [Participation: 83% of invited adults attended the radio drama screening]</td>
<td>Yes</td>
<td>[Attitudes on forced marriage](Agreement or disagreement with the statements: (i) “a girl should not have a say in whom she marries; it is best if her father selects a suitable husband for her”, (ii) &quot;an 18 year-old daughter should accept the husband that her fathers decides for her“ and (iii/iv) vignettes about a family tempted to marry off a daughter to an older man offering a substantial sum of money (variation: when daughter is misbehaving or failing in school). At the second follow-up, the strength of opinion is collected in a scale from 0 (strongly agree) to 3 (strongly disagree).)</td>
<td>Low: 30 rural villages across 15 wards in Tanga region with content developed in the region</td>
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<td>13</td>
<td>Hoff et al. (2021) [India]</td>
<td><em>Jana Sanskriti</em> forum theater with drama (20 min) &amp; interactive plots (2-3 hours)</td>
<td>ATE [In treatment villages, 88% of women and 89% of men said they had heard of <em>Jana Sanskriti</em>, with either the wife or husband or both in 68% of couples in treatment villages reporting having ever seen at least one performance]</td>
<td>No</td>
<td>[Behaviors](Indicators follow the National Family Health Surveys for India, which follow the DHS including any: (i) emotional IPV: 3 questions, (ii) physical IPV: 7 questions, (iii) sexual IPV: 3 questions. [Attitudes](Indicator = 1 if husbands are justified to hit or beat his wife under any of 7 circumstances (e.g., she goes out without telling her husband, neglects the children and household work).)</td>
<td>Low: 92 rural villages, however requires participatory component</td>
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</table>
### Annex Table B1. Details on study methodology and scale (continued, part 6)

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<tr>
<td>14</td>
<td>Islam et al. (2023)* [Bangladesh]</td>
<td>~26 x 20-min episodes of <em>Icedhana</em> TV series</td>
<td>LATE [IV using encouragement design: Episodes watched by the control group was 0.6 (aggregated at the household level), text message group watched 0.71 additional episodes and in the text message plus phone call group watched 3.27 additional episodes]</td>
<td>Yes*</td>
<td>• <strong>Attitudes and norms</strong>: Index comprised of knowledge (11 questions), attitudes (14 questions, ex: &quot;A girl is physically mature enough for marriage before she gets to be 18 years&quot;) and social-expectations (8 questions, ex: &quot;My community expects me to approve of child marriage&quot;), answered on a 5-point Likert scale.</td>
<td>High: Evaluation occurred in 4 districts, however TV series was broadcasted nationally</td>
</tr>
<tr>
<td>15</td>
<td>Khalifa (2022)† [Egypt]</td>
<td><em>Al-Rabat El-Byout</em>, anti-FGM radio campaign airing daily for 5 min each morning for 11 years</td>
<td>TWFE [Nationally-representative data among women 15-49 show 35% say they heard FGM messages on the radio in the proceeding year in 2000 and more than 20% in 2003]</td>
<td>NA</td>
<td>• <strong>FGM experience</strong>: Measured using DHS data which collects measures retrospectively during the woman’s interview: &quot;Have you yourself ever been circumcised?&quot;, as well as the age at which the procedure was performed.</td>
<td>High: Nationally-representative survey radio show</td>
</tr>
<tr>
<td>16</td>
<td>Leyaro et al. (2021)† [Tanzania]</td>
<td>Movie extract: 13-min film profiling a domestic violence survivor</td>
<td>ITT [Participants nearly universally were exposed to the intended films (1/3 = violence against women film, 1/3 no exposure]</td>
<td>Yes</td>
<td>• <strong>IPV experience</strong>: Following the DHS, women were asked behaviorally-specific questions on physical IPV (7 questions) and sexual IPV (2 questions); Men were asked whether they have ever hit, slapped, kicked, or physically hurt their wife; • <strong>IPV attitudes</strong>: Following the DHS, participants were asked if violence is justified in five scenarios, such as the wife going out without telling her husband, neglecting the children etc.</td>
<td>Low: 6 villages in Mwanza and Pwani region with documentaries previously aired nationwide</td>
</tr>
<tr>
<td>17</td>
<td>Orozco-Olvera &amp; Rascon-Ramirez (2022)† [Nigeria]</td>
<td>~5 min x 11 videos (My better world) + facilitated discussions; EdTech apps preloaded on a smartphone</td>
<td>ITT [NR]</td>
<td>No</td>
<td>• <strong>Early marriage attitudes and norms</strong>: Elicited parents views on hypothetical cases, as well as how they believe other villagers would respond to the same questions (further details NR). • <strong>Early marriage behaviors</strong>: Indicator =1 if any adolescent &lt; 18 at baseline has become a parent and married (including those who left the household over the survey period).</td>
<td>High: 128 school catchment areas in Kano and Jigawa states, content developed for a pan-African setting or globally</td>
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Electronic copy available at: https://ssrn.com/abstract=4755968
### Annex Table B1. Details on study methodology and scale (continued, part 7)

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</table>
| 18 | Raghunathan et al. (2021)† [India] | **Breakthrough’s mass media package: TV, radio, newspapers, cinemas, puppet shows + trainings, community mobilization** | ITT [Households who had heard of any activity: Control (4%), full package (42%), training package (20%), community mobilization package (19%), mass media package 10%] | No | • **Early marriage behaviors**: Marriage data was cross verified based on four questions in the roster – year of marriage, age at marriage of member and their spouse, and age when negotiations began.  
   • **Early marriage attitudes**: 11 statements asked whether parents agreed or disagreed with each statement (e.g. early marriage is required to prevent the interaction of boys/girls with the opposite sex outside of marriage; it is important for girls to marry early to avoid sexual harassment etc.). Binary variable that equals zero if the respondent answered ‘Agree’ and one if they answered ‘Disagree’;  
   • **Norms**: Three questions asking participants perceptions on community norms around: i) acceptability of GBV, ii) gravity of GBV, iii) norms around reporting GBV incidents. | Medium: 280 Gram Panchayats in Bihar and Jharkhand states |
| 19 | Roopnaraine et al. (2019)† [Zambia] | 20-min anti-GBV video + social nudge (information that other villagers also saw the video) | ITT [Participants were surveyed directly after individually randomized video screening at home, thus take-up was virtually universal] | Yes | • **Attitudes**: Agreement it is justified for a man to hit his wife in 5 situations (if she argues with him, if she does not complete her housework to his satisfaction, if she goes out without telling him etc.).  
   • **Norms**: Three questions asking participants perceptions on community norms around: i) acceptability of GBV, ii) gravity of GBV, iii) norms around reporting GBV incidents. | Medium: Short video was shown across 4 regions (Lusaka, Chongwe, Katete and Kafue), scalable within NGO activities |
| 20 | Sharratt et al. (2023)* [Uganda] | 5 sessions (chapters) x 45-60 min video game **Peace** | ITT [Participants were surveyed directly after sessions over 5 days, thus take-up was virtually universal] | No | • **Attitudes**: Eleven items answered on a five-point Likert scale (strongly agree to strongly disagree), e.g. "Girls who wait until they are 18 to get married are a burden on their parents" and "Regardless of her actual age, if a girl looks physically mature, she is ready to get married." | Medium: Video game played in only four schools, however content is highly scalable |
| 21 | Vogt et al. (2016)* [Sudan] | 90-min movie with varying subplots (on individual values, marriageability or combined) | ITT [First experiment: Individually randomized with all participants watching assigned movies; Second experiment: Community-level randomization with 80-87% watching assigned movies] | Yes | • **Attitudes were measured via IATs**: Meant to assess attitudes on cut versus uncut girls, target stimuli were drawings of girls, one characteristic of cut and one characteristic of uncut (via the way she was dressed), as well as positive and negative words. Participants underwent seven blocks of trials in which they responded to tests on tablets to score the degree to which they associate cutting with positive or negative words. | Medium: 122 villages in Gezira state, videos produced for the research study |

Annex Table B1. Details on study methodology and scale (continued, part 8)

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</table>
| 22 | Yount et al. (2022; 2023)* [Vietnam] | *GlobalConsent*: 6 x 30-min interactive web-based modules including serial drama | ITT [Participation: More than 93% of men in both study arms completed at least one program module and 90% of men completed all 6 modules] | Yes | • **Behaviors**: Frequency (never, once, twice, and three times or more) of 45 items in the prior 6 months measuring sexually violent behavior, using the Sexual Experiences Survey asking about the perpetration of 7 acts of contact sexual violence, ranging from unwanted touching to forced penetration, using any of 7 physical or non-physical tactics, such as holding someone down or threatening to end the relationship (35 items total) and 10 acts of non-contact sexual violence, such as masturbating in front of someone when they did not agree. Outcomes include: 1) any act, 2) many reported acts (≥3) and 3) number of reported acts (0-135).  
• **Attitudes**: Rejection of rape myths adapted from the Illinois Rape Myth Acceptance scale and the College Data Rape Attitudes and behavior Scale (Likert scale responses range from strongly agree to strongly disagree). | Medium: Two universities in the evaluation, however content is online (computers and mobile phones) and highly scalable |

Notes: * = journal article, † = working paper, pre-print or technical report; ATE = average treatment effect, CATE = complier average treatment effect, cRCT = (cluster) randomized controlled trial, DHS = demographic and health survey, FGM = female genital mutilation, GBV = Gender-based violence, IAT = implicit association test, IPV = intimate partner violence, IRB = institutional review board, ITT = intent-to-treat, NA = not applicable, NR = not reported, pp = percentage point, TWFE = two-way fixed effects, VAC = violence against children, VAW = violence against women.

a The main edutainment content (radio show or TV series) was broadcasted in control areas, however no additional activities or encouragement was given for listening or watching content -- thus treatment estimates are in comparison to lower exposure in control areas.