



**SOCIAL
NORMS**
MENTORSHIP
PROGRAMME

MENTORSHIP GUIDE

SOCIAL NORMS
MENTORSHIP PROGRAMME

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INTRODUCTION

Background to SNMP and the Mentorship Guide

This Mentorship Guide has been developed to support the implementation of a one year Social Norms Mentorship Programme (SNMP). The aim of the programme is to provide sustained assistance to non-governmental organisations (NGOs) who want to integrate a social norms perspective into their work, specifically as it aims to improve the lives of children in low and middle-income countries.

This Mentorship Guide is designed to inspire and catalyse the implementation of learnings on social norms in practice from the companion SNMP Facilitation Guide. It represents the beginning of the learning journey on norms and social change through sustained mentorship. The mentorship process is designed to nurture knowledge and lessons from the 5-day training, such that participants have ongoing opportunities for ‘on the job’ application of the course content. The LSHTM-hosted ‘Helpdesk’ - launched in 2020 - also provides opportunities for learning, with tailored, responsive support that organisations can benefit from. As discussed in this Mentorship Guide, it may be that ‘refresher trainings’ are also conducted throughout and beyond the mentorship process to keep knowledge current and provide opportunities for further learning and review. This Mentorship Guide summarises the mentorship process with practical and detailed descriptions of each step in integrating social norms in practice.

The Mentorship Guide and Programme was piloted in collaboration between London School of Hygiene & Tropical Medicine (LSHTM) and Impact & Innovations Development Centre (IIDC) with support from The Prevention Collaborative, University of San Diego, CARE USA, CPC Network, Tostan, Universidad de Los Andes, and PUSKAPA. The programme is designed specifically to help organisations working to improve children’s lives, but parts of it can be useful to anyone working on other issues that are important in people’s lives. While this guide is intended and designed for a sustained one year mentorship process, it is available online for anyone wanting to implement a similar mentorship process, in whole or in part, or in learning about the implementation of social norms in practice. The Mentorship Guide is not designed for use directly with community members or for a “Train the Trainers” cascade.

Development of the SNMP Mentorship Guide

The development process for this Mentorship Guide was led by LSHTM and IIDC. Technical review was also provided by the University of San Diego, CARE USA, John Hopkins University, CPC Network, Stanford University, Social Innovation House, Tostan, Universidad de Los Andes, and PUSKAPA. This group represents a broader Steering Group involved in the co-creation and strategy direction of SNMP. The development of content was also informed by a needs assessment conducted in 2019 by LSHTM which sought to understand capacity, gaps and needs regarding social norms among organisations seeking to or already working on social norms. The needs assessment identified the importance of developing simple, practical content for use by the practitioners, implementers and beneficiaries of the programme.

Target audience for SNMP

SNMP includes three possible tracks for organisations.

1. **Track 1** is intended for decision-makers in international and local organisations, including donors, who want a half-day or full-day introduction to social norms. Participants will gain an initial understanding of social norms;
2. **Track 2** involves a 3-day training for technical advisors and consultants who have programmatic influence in their or other people's organisations. Participants will obtain an introduction to effective strategies for changing and monitoring and evaluating social norms; and
3. **Track 3** (for which this guide was created) represents the core curricula for a 5-day training for small and mid-sized organisations embarking on a 12-month mentorship programme. Participating organisations will be matched with mentors who will provide ongoing technical assistance and guidance to help organizations integrate social norms into the design and implementation of programmes focused on child protection and well-being. Participants will be able to identify and implement strategies to integrate social norms in their interventions.

Course structure

This Mentorship Guide uses a multiplicity of instructional strategies, including technical training/ orientation, participatory discussions and reflection exercises. It aims to be theory-light, placing focus on practical aspects that inform intervention design and/or re-design. Sessions have been designed to allow significant time to reflect and translate key takeaway messages into participants' lived experiences, offering opportunities to share best practices and lessons learnt.

Introduction to social norms work: Introductions between mentors and mentees. Discuss and set goals for the mentorship process; it might be useful to review the below proposed guidelines to start discussion about what mentee organisations already have in place or require more support reviewing. Note that the below guideline pieces are interconnected - they may overlap and it might be useful to come back to certain points later in the process.

Creating or revisiting the theory of change: Review the theory of change for social norms with mentees, including any mechanisms and technical terms used in the social norms field.

Ongoing monitoring & evaluation planning: Work with mentees to design and implement monitoring and evaluation processes for the social norms interventions or programmes they will create through this mentorship process. Discuss support for developing data collection tools, analysis and interpreting data throughout all program phases to improve programming. Discuss ethical considerations of work and how to reflect these in programming. Consider how data management will be handled: Collection of personally identifiable information, storage and transfer of data, privacy and confidentiality, etc.

Planning social norms diagnosis and data collection: Discuss the stages and methods to diagnose the social norms in mentees' projects. This includes finding available literature and evidence about these social norms and planning the data collection stage. Discuss how this data will be helpful to their programmes in the future. Discuss support for training and/or developing internal training to engage in data collection. Review ethical considerations of this step. Consider how data management will be handled at each subsequent step: Collection of personally identifiable information, storage and transfer of data, privacy and confidentiality, etc.

Selecting norms and behaviours to investigate: Work with mentees to identify and select norms affecting their programmes to work on during mentorship programme. Identify what the outcomes and behaviours from norms are, which groups to target and who the reference groups for this population are. Discuss ethical considerations of work and how to reflect these in programming.

Data collection: Discuss the logistics of data collection with mentees. This can include ethics, consent, training of field officers, etc. Review ethical considerations of this step. Review data management plan.

Analysing social norms data: Work with mentees on methods to analyse the data about social norms and interpretation of findings. Review ethical considerations of this step. Review data management plan.

Examining how the data affects programming: Discuss with mentees how the evidence found during data collection can be used for their program design and how this will influence the effectiveness of their programmes. Review ethical considerations of this step.

Designing activities to include social norms components: From the previous discussions and work done to diagnose and measure social norms, work with the mentee to design activities and intervention methods which include social norms components which they've identified and assessed as important to their work. Review risk monitoring and mitigation strategies for backlash. Review ethical considerations of this step.

Plan & test interventions: Guide mentees to use the activities designed to address social norms in planning and testing interventions for identified social norms in local context. Discuss ethical considerations of work and how to reflect these in programming. Review ethical considerations of this step.

Evaluation of process: Debrief from the mentorship process and social norms work. Discuss lessons learned, areas of potential growth or areas where more information or support might be needed. Direct to other sources of support for social norms work (e.g., Global Learning Collaborative) as needed. Complete any evaluation forms and next steps.

Before you start...

Mentors who are implementing this mentorship process as part of the SNMP are encouraged to read through the materials completely before starting. Some activities are optional, so it will be important to identify if these are appropriate based on your context ahead of time.

Mentors engaging with this Mentorship Guide must be knowledgeable about social norms theory, approaches, concepts and paradigms which may come from previous experience or participation in social norms training. Mentors with experience or orientation in delivering participatory training, mentorship and community-based approaches will be most effective in leading this mentorship process. This Mentorship Guide includes additional resources that may be helpful to facilitators seeking to deepen their understanding of the content.

For individuals who are seeking to use this Mentorship Guide for other groups (outside of the mentorship programme), we suggest you also think about the following:

- *Who are your main mentees?*
Are they staff who implement activities, technical staff, or senior management? We suggest this course is most appropriate for staff directly implementing activities, or technical staff and senior management can have some sessions to attend.
- *How will mentees be recruited?*
Buy-in and momentum are important in helping to ensure the training results in tangible actions, so it helps to ensure that participants are interested and have the time and institutional support to integrate social norms into existing or new programmes after the training. Think through how to select mentees and how to ensure management support for them to invest in social norms integration.
- *How should mentees prepare for the mentorship process?*
Managing expectations is critical as you plan for this training. Ensure the mentees and their managers understand the purpose of the training, are prepared to dedicate the time and resources needed to participate in the training and mentorship programmes, and have a realistic idea of the outcomes that may result from participation.
- *Which content (if not all) will be used?*
Read through the Mentorship Guide carefully and ensure that if any content is cut, it does not affect the flow and learning process for participants. Each session has been designed to build on previous sessions.

Facilitation tips

Learning approach: The Mentorship Guide is informed by a combination of adult learning theories: Andragogy, experiential learning and transformational learning. These approaches are beneficial to teach adults problem solving, nurturing hands-on or experience based learning and transforming how complex issues are approached.

Burning questions: The mentorship process spans 12-months and as such, it's beneficial to document questions and reflections to return to in later sessions. One method is to capture questions that are outside the scope of the present discussion so that they may be answered later on a flipchart or in a mentorship notebook. Explain the purpose of this document during the first orientation session and review its contents and use as a group in subsequent meetings.

Evaluation of mentorship: The mentorship process is a partnership between mentor(s) and mentee(s). As such, having regular check-ins about roles, expectations and performance will be beneficial throughout the 12-month process. Agreeing upon evaluation methods in the orientation meeting with mentees is essential for a transparent and mutual process in evaluation. Some suggested methods of evaluation to select with mentees include:

Evaluations within sessions: To keep on track about how information and discussions are received during given sessions, a flipchart may be used to track reflections and feelings about sessions at the end of each session. For example, one column could have a picture of a lightbulb to indicate a helpful session with new content, another could have a perplexed face to indicate confusion and another could have a bored face to indicate uninteresting content.

Evaluations at the beginning, middle and end of the mentorship process: There are multiple time points at which an evaluation would be beneficial for both mentors and mentees to reflect on and discuss the mentorship process. An evaluation form is available in the handouts of this Mentorship Guide. Mentees may fill this evaluation out to reflect on their learning journey and to feedback to mentors where further support is required.

Managing group dynamics: Even within the small group sizes, there may be challenges in managing group dynamics. Effort will need to be made to draw out less-vocal participants and ensure that dominant participants do not drive the discussions. The mentors will need to carefully manage the dynamics to ensure everyone feels comfortable to participate. Statements like, 'Thank you for your contribution, does anyone have any thoughts on this?' can be a useful way of managing more active mentees while allowing other voices to be heard, as well as 'step up, step back', where you encourage mentees who have stepped up (talked a lot) to step back to make room for other voices.

Responding to questions: It is important to create an environment where people feel comfortable asking questions, without feeling they risk being judged by others. This should be explained during the ground rule setting on the first orientation day.

When questions are asked, respond to participants positively (E.g. 'That's an excellent question, thanks for raising it') from the outset. Instead of mentors immediately answering the question (which may reinforce a lecturer-student power dynamic), refer the question back to the group to generate their ideas and thoughts. This is a more positive, collaborative approach to addressing questions that draws on participants' own knowledge – instead of assuming facilitators alone have the answers. If you don't understand the question, ask follow-up questions, or repeat the question back to them (E.g. 'I'm not sure I've understood your question. Are you asking...'). Sometimes, questions may be asked that refer to future sessions. You can explain this to participants, but don't write-off the question. Take the time to write such questions down on the flipchart for 'Burning Questions' so that participants know you will come back to these later. If you don't know the answer, be honest and say that you will try to find out and come back to them. Some questions may be best-discussed after the session in a one-on-one discussion with the participant if it is very detailed or unique to a particular organisation/context.

Glossary

Attitude	An internal preference.
Child protection	The protection of children from violence, exploitation, abuse and neglect.
Descriptive norm	One's belief about what others in one's group do in a given situation (e.g. people shake their hands when they meet for the first time).
Factual belief	A belief (correct or incorrect) about how the world is or functions (e.g. the sun rises in the morning, chicken can fly, men are stronger than women).
Gender	The social and cultural meaning attached to someone's biological or perceived sex.
Gender equality	Equal access, rights and opportunities for all people independently of their gender.
Gender norms	Norms specifically defining acceptable or appropriate actions for someone based on what gender they are associated with.
Injunctive norm	One's belief about the extent to which others in one's group approve and disapprove of something (e.g. people in my neighbourhood disapprove very much of people who litter).
Reference group	The group of people whose actions (in the case of descriptive norms) and approval (in the case of injunctive norms) matter to an individual.
Sanctions	Anticipation of reward (positive sanction) or punishment (negative sanction) for complying or not complying with a social norm (e.g. I will get a promotion if I always deliver on time; people in my neighbourhood will stop talking to me if I litter).
Social norm	Unwritten rules regulating what actions are acceptable, appropriate and obligatory in a given situation shared by members of a group.

SETTING UP THE MENTORSHIP PROCESS

1

Step 1: Expressions of Interest and Eligibility of Mentee Organisations for SNMP

RESOURCE 1	Description of Social Norms Mentorship Programme (SNMP)
RESOURCE 2	Criteria for organisations for SNMP
RESOURCE 3	Reflective questions for mentorship process at the inception meeting

This step is designed for both the mentors and mentees to assess whether SNMP is a good fit for the mentee organisation and to discuss roles and expectations for a potential mentorship relationship.

Mentor organisations should put out a call for interest in participating in SNMP within their networks or community. Mentor organisations complete eligibility checks to ensure prospective mentee organisations align with the set criteria for SNMP. While the nature of the mentorship relationship can vary, mentee organisations must be able to allocate time and resources to the proposed project for SNMP.

Eligibility criteria: For a project to qualify, among the qualities it should have a project or organisational aim to address social norms. Mentee organisations must have capacity to dedicate staff and resources to creating or redesigning a project or programme to incorporate social norms theory and practice. Prior experience with social norms work is beneficial. Mentor organisations may find it helpful to check eligibility throughout the first step to assess capacity at the initial meeting. Lastly, eligibility checks help inform the mentors about the needs of a given mentee organisation to tailor mentorship support.

Prospective mentee organisations that meet eligibility criteria are then invited by mentors to invite a first meeting to assess fit for SNMP and discuss potential projects to be targeted. Mentee organisations should fill and reflect on the *Inception Meeting Mentee Reflective Questions* (resource 3) in advance of the following meeting to discuss fit to participate in SNMP. It is also useful for prospective mentee organisations to share a concept note or an expression of interest that mentors can review prior to the first meeting.

2

Step 2: Selection of Mentee Organisations and Leadership Sign-off

RESOURCE 4	Inception agenda with mentee organisations for SNMP
RESOURCE 5	Mentorship process guidelines
RESOURCE 6	Memorandum of understanding (MoU) template
RESOURCE 7	Example concept note
RESOURCE 8	Focal person terms of reference (ToR) SNMP

The introductory meeting is conducted individually with each prospective mentee organisation. Agenda items include:

- orienting the mentee to the design and scope of SNMP;
- describing the requirements to participate in SNMP;
- addressing any clarifications about roles and expectations of mentor and mentee organisations.

The prospective mentee organisation then pitches how they plan to engage in the program and identify how SNMP will address organisational or project needs in a potential mentorship relationship. Both parties discuss how the pitched project idea might be developed in SNMP as an implementable idea.

Following the pitch/ strategy meeting, prospective partners share a revised draft copy of what they plan to implement that will ensure inclusion and recognition of social norms in their programming in a concept note.

Mentee organisations that meet eligibility criteria and agree to participate fully in SNMP then sign a Memorandum of Understanding (MoU). This step solidifies the relationship between mentor and mentee organisations, sets out the agreed upon roles of each organisation and is a compliance and accountability mechanism. The MoU should be signed by senior members at the mentor organisation, senior members at the mentee organisation and a mentee “focal-person”. This “focal-person” will be selected following the terms of reference (ToR) for this role (provided by mentors) that describes qualified positions, influence within the organisation and project and how much time and commitment they should be able to dedicate to this project. The focal-person will act as the contact person within the mentee organisation and will take accountability for coordinating the subsequent steps within the mentorship process.

3

Step 3: Mentor Matching Process

RESOURCE 9

Mentor terms of reference (ToR) SNMP

Mentor organisations will select mentors within their organisations that will be a good match with the selected mentee organisations. Mentor ToRs may be shared within the role specifications and will be used as a guide to select mentors based on various factors including mentor's experience and availability that matches the types of the project the mentee organisations identified. The mentor's ToRs are also shared with mentee organisations for review to provide them with an opportunity to begin thinking about what the mentorship relationship will look like.

Mentor identification: The mentor organisation posts a call for mentors within their organisation. Mentors are screened and selected based on their past experience with and knowledge of social norms, if they have relevant knowledge or experience with the identified issue of interest by the mentee organisation and experience in mentorship.

Mentor organisations will match mentors to mentee organisations based on relevance of experience and the proposed projects. Mentors should receive a briefing and proposed projects from their mentee organisations to prepare and plan for the subsequent mentorship process in advance of the first training. Mentor organisations introduce mentee organisations to their matched mentor in advance of the first training.

Identified mentors should meet regularly throughout the mentorship process to provide peer support, brainstorm solutions to challenges and learn from other mentee projects.

Note: Mentors should be allocated to their respective mentee groups throughout the training to complete activities and provide individual support throughout the training.

4

Step 4: Pre-Training Preparation

RESOURCE 10

Self assessment form for mentee

This preparatory stage ahead of the first training is for mentor organisations to plan the logistics of the five-day training for all mentee organisations to attend. Mentor organisations should plan for:

Invitations and confirmation of attendance from mentee organisations. The training is an orientation where representatives from mentee organisations and mentors must attend. It's recommended that invitations are capped at maximum 4-5 persons per organisation to optimise individual and group participation in the training, but this is flexible based on training capacities and organisational needs. To garner leadership buy-in from mentee organisations, the invitation should specify invitations to senior management and relevant project coordinators or managers.

Identification of the training facilitators. This can be based on experience and availability. Training facilitators must be familiar with the training manual and session objectives.

Identification of any guest speakers or trainers. Based on specialisation, guest speakers or trainers may be identified and invited to deliver key sections of the training.

Finalisation of the training schedule. This includes who will present which parts of the training, including what it is about social norms, diagnosis, approach, M&E approach among others. A copy of the training schedule is available in the SNMP Facilitators Manual.

Logistics of holding the training. Preparations include booking space for the training, acquiring all materials required, printing copies of handouts and manuals, assistance to mentee organisations and guest speakers in planning flights or accommodations as needed, etc. If your training will be held in a hybrid format (online and in-person), then consider reviewing which sessions are best to hold in person and check availability of these speakers. The mentor organisation should plan for their management to lead introduction and conclusion sessions in the training to ensure buy-in from mentee organisation management.

Mentors should review and be familiar with the training materials and the mentee's project proposal in advance of the training. Mentors will be allocated to work with their mentees during all group work during the training and thus should be familiar with social norms theory to help guide discussion.

Note: The following steps in the Mentorship Guide take a community-led approach to delivering social norms programming or interventions. As projects will involve communities in their participatory design, implementation and evaluation, the scope of the project is subject to change based on assessed needs within the community of interest. While mentee organisations will have either identified issues of interest through previous work, mentors should guide mentees to be flexible in their project designs through the participation of communities and collaborators and ensure issue validation with the given community.

The focal-person for each mentee organisation complete self-assessments before undertaking the training to evaluate their familiarity with social norms and history of implementing social norms in their organisation. Mentors review these self-assessments in advance of the training to identify spaces to focus learnings.

FIVE-DAY TRAINING

The five-day training is carried out to train mentee organisations to introduce social norms theory and how to design, implement and monitor social norms programming. The interactive training covers a variety of topics and explains the benefits of using community-led social norms programming and contributes to mentee's work plans to implement their identified project. The SNMP Facilitation Guide is an open source resource with detailed instructions on preparing training materials and provides a guide on how to present the training materials and activities. Mentors and training facilitators should familiarise themselves with this guide.

On the final day of the training, mentors and mentee organisations will start discussions about the nature of their mentorship relationship and organise a mentorship kick-off meeting to meet the larger mentee team. Further resources on planning the mentorship process can be found in the SNMP Facilitation Guide.

THE MENTORSHIP PROCESS

1

Session 1: Mentorship kick-off meeting

RESOURCE 11

Example mentee workplan

The mentorship kick-off meeting has a number of functions and aims including:

1. Introductions between the mentor to the mentee team members who did not attend the training, but who will work on the project
2. Draft a work plan to meet the mentorship process targets and project aims
3. Set up any recurring meetings and who will attend various key meetings
4. Address questions following the training

Mentors will work closely with the focal-person and other identified staff at the mentee organisation to finalise the work-plan, budgeting and costing of the project, finalise expectations about the mentorship process and the roles of the mentor and mentee, and finalisation of the implementation schedule.

2

Session 2: Issue selection

RESOURCE 12

Example method for prioritizing methods for research

Mentee organisations will have selected an issue to focus their project on in their concept note. Mentors should review how the project issue was selected, for example considering: 1) What type of evidence was reviewed and provided to base the selection of the issue? 2) Was the issue identified by or with the community of interest? Mentors can guide mentees on how to cross-check issue selection with study communities if already selected, however should note that the approach to issue selection should include a participatory design. Mentors should explore the benefits of a participatory project design by highlighting rapport-building with communities, to address and prioritise issues identified by individuals in communities and to create a relevant study design, data collection strategy and plan for inclusion in future stages (e.g., interpretation of data).

A priority brief to guide implementation of the project should be developed with the community, led by the mentee organisation to identify issues that need to be prioritised while implementing the project, identify collaborators from within communities (e.g., stakeholders such as religious leaders or elders and participants) and to review evidence and ensure issue validation with the given community.

The issues identified in a given community are categorised using Issue Ranking Method¹ with participants to specify what social norm issue is vital to a given community and plan on how to address it during project during implementation.

3

Session 3: Second training on planning and actual implementation

RESOURCE 13

Example agenda for second training

Based on a needs assessment by the mentor, an elective second training may be conducted to explore areas requiring clarity or further information with the mentee organisation. This training is a good space to test the practicability of the chosen social norm issues identified that should be tackled. Practical skills are attained by the mentee on how to do social norms change assessment, design and review of projects. Mentors and mentees should plan whether this training could align with trainings with data collectors. In particular, mentees who will hire a consultant or external agency to complete data collection should plan to train external data collectors about social norms prior to piloting and data collection.

4

Session 4: Development of a Theory of Change (ToC)

RESOURCE 14

Example theory of change (ToC)

This stage enables the mentee to help explore and illustrate the underlying mechanisms and structures influencing the issue of interest. This ToC will include how the project will address and approach social norms change within the identified community and about the issue of interest.

The focal-person will lead the development of the project's ToC and facilitate a group-led effort within the project team with support from the mentor. In order to have multiple perspectives included in the ToC, each team member should draft and present a project ToC. After each ToC is presented, the team will discuss the commonalities between the ToCs presented and decide upon key elements the first ToC draft should include. The mentor will facilitate an assessment that the project ToC addresses the identified issue. Following this exercise, the focal-person leads the development of and feedback cycle for the ToC, requesting iterative feedback from key and senior members of the organisation and from the project team.

Mentors should discuss the ToC with other mentors to identify overlaps between mentees' projects to facilitate inter-organisational learnings.

¹ Further resource on Issue Ranking Methods: "Participative Ranking Methodology: A Brief Guide" by Ager, A., Stark, L. & Potts, A. (2010)

5

Session 5: Construction and validation with communities

The purpose of constructing a project and validating findings with the community of interest is to ensure that the data, perspectives and information gathered is owned and associated by all categories of participants. This is vital in developing appropriate change strategies and establishing rapport from communities.

Participatory methods should be used to approach the construction of the study design, ToC and data collection tools prior to social norms exploration and diagnosis. However, this approach should also be used to confirm findings during all phases of the project. Findings should be validated with the community of interest. To do so, mentees should hold interviews and group discussions throughout the mentorship process to establish rapport and create documentation about knowledge, norms, attitudes/beliefs and practices on the target behaviour. An example of validation would be to read responses back to participants after a focus group discussion to validate what is recorded and provide an opportunity to clarify or add to the transcripts.

6

Session 6: Norms exploration and diagnostic plan

RESOURCE 15	Example of social norms table
RESOURCE 16	Example guide for Safeguarding and Quality Control SoPs
RESOURCE 17	Example research protocol
RESOURCE 18	Example data collection tool
RESOURCE 19	Research Associate terms of reference (ToR)

This stage focuses on social norms diagnosis, which is a multi-step process preceding the pilot stage. This process is to ensure that the project being tested aligns with the community of interest's concerns and to explore what norms and attitudes are present within communities. Mentors will provide guidance on involving communities and stakeholders in the development of the study design including the study instruments, in the data collection process, analysis and dissemination stages.

Development of social norms table. This tool will aid the project in narrowing its aim, developing data collection tools and instrument questions, and selection of data collection methods to measure the norms and explore the issue of interest.

Creation and refinement of data collection tools. Mentors are to co-develop and advise the project team about the creation of data collection tools that measure social norms. Resources and information is available in the Facilitation Manual.

Creation of safeguarding and quality control SoPs. Projects should all develop SoPs to address data management and quality checks and to outline any safeguarding required for the research or study population.

Development of a research plan or protocol. Mentors should explore with mentees if an application to an ethics board or IRB is required based on the project.

Recruitment of a research team. Mentors can advise about the experience and fit researchers should have for a given project.

Co-delivery further training as needed. Mentors should co-lead any further training required to the research team, external consultant or agency conducting data collection and/or focal-person in advance of data collection based on need.

Data collection process. Mentee organisations will conduct data collection with technical assistance by mentors. Collaborative data collection processes should be explored and implemented by mentees.

Collaborative data analysis. Mentors can provide guidance about how to engage with communities in collaborative data analysis including results validation and community reflections.

Dissemination. Mentors will advise mentees about dissemination options of findings and emphasis on including communities in this step.

Prior to launching the planned intervention, a pilot should be conducted to test the various materials and mechanisms that have been prepared. This provides an opportunity to revise and improve the project prior to full-scale launch and to revise the implementation plan including the data collection instruments.

7

Session 7: Theory of Change Integration

This stage ensures that the revised and designed activities and interventions under the re-worked ToC match the identified social norms issues in the given communities. This stage can involve a revision of the ToC developed earlier. This stage is designed to review the ToC and compare it against what is planned to be done to ensure that the designed project to assess whether activities shall actually assess or address existing norms and norms change. This is achieved by working closely with community collaborators, revising approaches to ensure the use of community-led and bottom-up approaches to revise the ToC and project activities².

The identified issues and planned interventions are discussed in group meetings with community collaborators, stakeholders and project team personal reflections. Through a process of group meetings and personal reflections, mentors facilitate a feedback loop to refine the project ToC and are thus refined with everyone's involvement.

² Further resources about community-led programming:

a) "The potential of a community-led approach to change harmful gender norms in low- and middle-income countries" by Cislighi, B. (2019).

b) IGWG website: https://www.igwg.org/2022/06/the-2022-igwg-plenary-promising-practices-in-community-led-gender-transformative-programming/?utm_source=IGWG&utm_campaign=bc45262d7d-EMAIL_CAMPA

8

Session 8: Pilot implementation plan

Following the pilot, mentors should work closely with the focal-person to revise the intervention materials, processes and mechanisms based on pilot findings. Mentee organisations should include community collaborators in the assessment of the pilot findings and reflections on the pilot processes to improve the intervention. The pilot provides a smaller scale opportunity to improve the bottom-up design of the project based on community feedback.

Following the pilot, the intervention design and processes should integrate any feedback and learnings from previous stages and from the community. Focal-persons should lead the finalisation of the ToC through a feedback cycle prior to intervention launch based on pilot findings. Mentors should help to identify realistic activities to align the project as a community -engaged and -led intervention. The actual intervention implementation will occur after the mentorship process has ended.

9

Session 9: Intervention design

Following learnings from the five-day training, mentors should facilitate with the focal-person the development of a project MEL plan to cover the intervention and mentorship process. Community members and stakeholders should know how measurement of progress will be done.

Below are some aspects that should be considered when thinking about MEL in social norms mentorship.

10

Session 10: Monitoring, evaluation and learning (MEL) plan

Who is being targeted: This is important as it helps in understanding whether the right people (target populations, influencers and priority populations) are the unit upon which change is going to be measured.

Norms change indicators: The implementing organization should also develop new indicators or revise existing indicators to measure changes and shifts in beliefs, attitudes and norms. Revised indicators will affect tools and measures used, such as the use of Knowledge, Attitudes and Practice (KAP) measures.

Pace of change: The MEL plan should reflect and account for indicators measuring norms, attitudes, perceptions and behaviours to have varying paces of change. Measures on behaviours and norms will change more slowly than other measures, such as attitudes and perceptions. Mentors should guide mentees to set realistic goals for programmes or projects, particularly those that are shorter in duration.

Levels of change: MEL plans should also be designed to measure changes at various levels, including the individual, family, community levels. Change may start at one level and move to others over time. Mentors should guide mentees to include approaches that can measure change at various levels, such as outcome harvesting, appreciative inquiry and positive deviance. MEL plans should also seek to monitor backlash to the project within communities. Mentors should provide guidance on how to manage backlash from individuals or communities to norms change projects.

Monitoring the process: Projects should also measure changes in a project's activities and processes. For example, proportion of staff who can differentiate between norms, beliefs and perceptions, the percentage of staff who attend refresher trainings, and staff turnover.

11

Session 11: End of mentorship process self-assessment

This is the final self-assessment for mentees to reflect on their knowledge and experience with social norms. This is an opportunity to reflect on the growth in the past year and to celebrate the implementation of a social norms project. Mentors review this self-assessment and the self-assessment completed at the beginning of the mentorship process to prepare for the final session on concluding the mentorship process.

This meeting concludes the mentorship process prior to the implementation of the mentee's intervention. Mentors should organise this meeting with various relevant people at the mentee organisation including the focal-person, management and project managers. This meeting is a space to celebrate and reflect on the growth, successes and lessons learned throughout the mentorship process. Mentors can use the self-assessment forms from the beginning and end on the mentorship process as tools to guide this conversation. This meeting should also include a discussion about next steps beyond the mentorship process, such as mentor support in implementing the intervention and identifying other community collaborators and stakeholders to include in the full-scale implementation of the intervention. In advance of this meeting, mentors should reflect on and prepare to discuss their capacity and interest in future collaboration with the mentee organisation.

AFTER THE MENTORSHIP PROCESS

The implementation of the mentee's project or intervention is beyond the scope of the mentorship process. Mentors may wish to assess their scope for continuous support on the given intervention or future collaboration with the mentee organisation. This relationship may be negotiated and iteratively discussed throughout the end of the mentorship process. Any further evaluations or reports conducted by mentee organisations will occur after the close of the formal mentorship process.

RESOURCES

RESOURCE 1	Description of Social Norms Mentorship Programme (SNMP)
RESOURCE 2	Criteria for organisations for SNMP
RESOURCE 3	Reflective questions for mentorship process at the inception meeting
RESOURCE 4	Inception agenda with mentee organisations for SNMP
RESOURCE 5	Mentorship process guidelines
RESOURCE 6	Memorandum of understanding (MoU) template
RESOURCE 7	Example concept note
RESOURCE 8	Focal person terms of reference (ToR) SNMP
RESOURCE 9	Mentor terms of reference (ToR) SNMP
RESOURCE 10	Self-assessment form for mentee
RESOURCE 11	Example mentee workplan
RESOURCE 12	Example method for prioritizing methods for research
RESOURCE 13	Example agenda for second training
RESOURCE 14	Example theory of change
RESOURCE 15	Example of social norms table
RESOURCE 16	Example guide for Safeguarding and Quality Control SoPs
RESOURCE 17	Example research protocol
RESOURCE 18	Example data collection tool
RESOURCE 19	Research Associate terms of reference (ToR) for SNMP

1

Description of Social Norms Mentorship Programme (SNMP)

SNMP was conceptualized after receiving multiple requests from NGOs for leadership and mentorship around social norms. To meet this need, LSHTM - in collaboration with multiple global intellectual partners - developed this programme to be taken by global regional leads to provide local in-depth training and sustained mentorship to implement the lessons learned into practice.

This programme is designed to be delivered by local institutions or organizations to small-medium sized NGOs and to tailor the mentorship component to the unique needs of each NGO. Organisations will be based on selection criteria, which may include components such as existing work on child protection and/or well-being, funding availability, leadership commitment, and the existence of a programmatic vision.

Both leadership and technical staff from the three NGOs will be invited to participate in the initial 5-day training and to participate in the mentorship year following. The mentorship programme begins with a 5-day training to cover the fundamentals of social norms research and programming including topics such as identifying and diagnosing social norms and monitoring and evaluation. From this training, participants will gain tools to use to apply social norms in their programming.

Following the training, a year of sustained mentorship will occur. Those who participated in the training will attend regular meetings to follow the mentorship guidelines which are designed to build on concepts from the training. The pace and content of this mentorship period is flexible to meet the needs of the mentee organizations. We will learn from the experiences of mentors and mentees through a half-point check-in and reflection at the end of the mentorship period.

2

Criteria for organisations for SNMP

1. Selection of Organizations

Organization selection criteria:

- Smaller/medium-sized organisations (15-100 staff)
- Working in any country in [region of lead organization]
- Working on child protection or child well-being
- Stated commitment to addressing restrictive social norms

Conditions of participation:

- Leadership commitment to integrating social norms into the work of the organisation, or existing social norms programming in place with a desire to improve the quality of this work
- Have some reliable and flexible funding (at least 3 years of funding in place) that facilitates adaptation/addition of social norms components
- Leadership committed to programme improvement and change at a strategic level including developing/revising a theory of change and including norms in country strategy plans
- Willing to actively participate in the training/mentoring process for the full 12-month period
- Willing to commit to staff member(s) being mentored over a 12-month period and attending a 5-day training and 1/2 reflection days
- Willing to partially contribute financially to costs of the mentorship programme, (e.g. travel costs for the 5-day training)

2. Process for Selection

Targeted invitation to handful of organisations who we feel meet the criteria, inviting them to express interest in response to each of the criteria above, followed by a call to discuss specifics with short-listed organisations.

The number of organizations selected will vary based on the capacity of the lead organization. We are piloting this programme with 3 small-medium NGOs. We suggest lead organizations do not take on more than 3-5 organizations such that enough time and resources can be provide to each organization for a successful experience with the SNMP.

3. Selection of Participants within Selected Organizations

Once participant organizations have been selected, the organizations may nominate 3-4 personnel from their organization to attend the 5-day training and engage with the mentorship year.

Participant selection criteria:

- One person from senior leadership
- One person engaged with programme evaluation
- One person working with program design

3 Reflective questions for mentorship process at the inception meeting

In preparation for the mentorship program, it is important to start thinking about the currently ongoing projects and opportunities for integrating SN approach. The table below highlights some questions to guide us in initiating discussions on the one-year mentorship program.

Each organization can use the questions to start thinking about the ongoing projects and the opportunities for integrating SN approach.

Ongoing project(s) (Project title)	Implementation Model/ Approach	Target group	Project goal	Funding Duration	TOC	Opportunities for SN approach	Remarks

4 Inception agenda with mentee organisations for SNMP

This template is an outline for questions to potential mentee organizations of the SNMP. We begin with an introduction of the programme and recap of what is required from organizations. Below are a set of questions to explore what a potential mentee organization is looking for in this programme and to confirm if they are able to meet the minimum commitments.

1. 5-minute explanation of the program

2. Explain criteria

Selection criteria:

- Smaller/medium-sized organisations (15-100 staff)
- Working in any country in East Africa
- Working on child protection or child well-being
- Stated commitment to addressing restrictive social norms

3. Review commitments required for this programme

Conditions of participation:

- Leadership commitment to integrating social norms into the work of the organisation, or existing social norms programming in place with a desire to improve the quality of this work
- Have some reliable and flexible funding (at least 3 years of funding in place) that facilitates adaptation/addition of social norms components
- Leadership committed to programme improvement and change at a strategic level including developing/revising a theory of change and including norms in country strategy plans
- Willing to actively participate in the training/mentoring process for the full 12-month period
- Willing to commit to staff member(s) being mentored over a 12-month period and attending a 5-day training and 1/2 reflection days
- Willing to partially contribute financially to costs of the mentorship programme, (e.g. travel costs for the 5-day training)

Questions for the mentee organization.

4. What motivates you to participate in the SN mentorship programme?
5. Since you are motivated, who do you identify in your organisation who can participate in this work?
6. Is the director/CEO on-board with the mentorship programme as a whole? Will the director/CEO participate in the 5-day training?
7. What is your situation in terms of projects - can you tell us about your organisation and existing projects? Will you integrate this into an existing project?
8. How do you think you will apply the learnings from the SN mentorship programme?
9. What are your expectations for this programme?

Next steps

10. Explain what is being provided (5-day training, mentorship year) and what is covered (ie, training costs, mentorship costs, travel, etc)
11. Explain the timing of the next steps (ie, estimate of when the 5-day training will be held and where)

Check in with mentee about questions or clarifications from this meeting

12. Do you have questions for us?

5 Mentorship process guidelines

This is a document to propose guidelines for discussions during the mentorship process in the Social Norms Mentorship Programme. The following are components of critical actions and decisions for social norms work. These guidelines are intended as a foundation to work from during the process of planning the activities and goals of the mentoring partnership and can be amended during a co-creation process between mentor and mentee. Mentors and mentees are free to pick and choose from the suggested topics below based on needs and capacity of mentee organizations, however the items on the guidelines below are structured to be covered on a monthly basis. Note that this process can also be cyclical and it may be useful to revisit previous items throughout the process.

Introduction to social norms work: Introductions between mentors and mentees. Discuss and set goals for mentorship process; it might be useful to review the below proposed guidelines to start discussion about what mentee organizations already have in place or require more support reviewing. Note that the below guideline pieces are interconnected - they may overlap and it might be useful to come back to certain points later in the process.

Creating or revisiting the theory of change: Review the theory of change for social norms with mentees, including any mechanisms and technical terms used in the social norms field.

Ongoing monitoring & evaluation planning: Work with mentees to design and implement monitoring and evaluation processes for the social norms interventions or programmes they will create through this mentorship process. Discuss support for developing data collection tools, analysis and interpreting data throughout all program phases to improve programming. Discuss ethical considerations of work and how to reflect these in programming. Consider how data management will be handled: Collection of personally identifiable information, storage and transfer of data, privacy and confidentiality, etc.

Planning social norms diagnosis and data collection: Discuss the stages and methods to diagnose the social norms in mentee's projects. This includes finding available literature and evidence about these social norms and planning the data collection stage. Discuss how this data will be helpful to their programmes in the future. Discuss support for training and/or developing internal training to engage in data collection. Review ethical considerations of this step. Consider how data management will be handled at each subsequent step: Collection of personally identifiable information, storage and transfer of data, privacy and confidentiality, etc.

Selecting norms and behaviours to investigate: Work with mentees to identify and select norms affecting their programmes to work on during mentorship programme. Identify what the outcomes and behaviours from norms are, which groups to target and who the reference groups for this population are. Discuss ethical considerations of work and how to reflect these in programming.

Data collection: Discuss the logistics of data collection with mentees. This can include ethics, consent, training of field officers, etc. Review ethical considerations of this step. Review data management plan.

Analyzing social norms data: Work with mentees on methods to analyze the data about social norms and interpretation of findings. Review ethical considerations of this step. Review data management plan.

Examining how the data affects programming: Discuss with mentees how the evidence found during data collection can be used for their program design and how this will influence the effectiveness of their programmes. Review ethical considerations of this step.

Designing activities to include social norms components: From the previous discussions and work done to diagnose and measure social norms, work with mentee to design activities and intervention methods which include social norms components which they've identified and assessed as important to their work. Review risk monitoring and mitigation strategies for backlash. Review ethical considerations of this step.

Plan & test interventions: Guide mentees to use the activities designed to address social norms in planning and testing interventions for identified social norms in local context. Discuss ethical considerations of work and how to reflect these in programming. Review ethical considerations of this step.

Evaluation of process: Debrief from the mentorship process and social norms work. Discuss lessons learned, areas of potential growth or areas where more information or support might be needed. Direct to other sources of support for social norms work (e.g., Global Learning Collaborative) as needed. Complete any evaluation forms and next steps.

6

Memorandum of understanding (MoU) template

Memorandum of Understanding: [Mentor Organization] and [Mentee Organization]

Overview

This Memorandum of Understanding (MoU) outlines the relationship between [Mentor Organization] and [Mentee Organization] during the period of [Month/year] to [month/year]. This period of time represents the implementation of the Social Norms Mentorship Programme, specifically the prototyping in [region] through [organization].

Description of the Social Norms Mentorship Programme

The aim of the mentorship programme is to provide sustained assistance to NGOs who want to integrate social norms approaches into their work. This will be achieved by simplifying and demystifying social norms.

The programme begins with a 5-day training to cover various topics about social norms research and programming. Following this, the mentor organization will engage with mentee organizations 1:1 for one (1) year to provide mentorship and guidance to implement lessons learned from the training into programmes that will incorporate social norms work.

Conditions of Participation

- Leadership commitment to integrating social norms into the work of the organisation, or existing social norms programming in place with a desire to improve the quality of this work
- Have some reliable and flexible funding (at least 3 years of funding in place) that facilitates adaptation/addition of social norms components
- Leadership committed to programme improvement and change at a strategic level including developing/revising a theory of change and including norms in country strategy plans
- Willing to actively participate in the training/mentoring process for the full 12-month period
- Willing to commit to staff member(s) being mentored over a 12-month period and attending a 5-day training and 1/2 reflection days
- Willing to partially contribute financially to costs of the mentorship programme, (e.g. travel costs for the 5-day training)

Role of [Mentor Organization]

During training and mentorship year, the key role of [Mentor organization] is as follows:

- To assist in identifying participants for the mentorship programme from [mentee organization]
- To lead the 5-day training for this programme and lead the mentorship meetings with [organization for the following year]
- To provide training and technical expertise to [mentee organization] as they implement learnings from the training and mentorship programme in [region]

Role of [Mentee Organization]

During training and mentorship year, the key role of [organization name] is as follows:

- To demonstrate leadership and political will to take intentional steps to integrating social norms into the work of FAWE. This includes integration within organisational strategies, theory of change documents and programmatic strategy.
- To commit to 2-3 programs staff participating in the 5-day training, participation at 1-2 reflection meetings and ongoing engagement/communication with their mentors.
- To commit to one senior member of staff (Director/Head of Office etc) (in addition to the programs staff) attending the 5-day training along with the staff who will participate in the mentorship programme.
- To identify key programmes that can benefit from a social norms approach. These programmes will be the focus of mentors and mentees during the mentorship programme.
- To provide feedback at strategic points during the prototyping phase on lessons, what is working, what is not working, in order to help us learn from the mentorship process.

Signed:

[name], [Mentee Organization]

Date:

Signed:

[name], [Mentor Organization]

Date:



Social Norms and their influence on Violence against Women and Children in East Africa

A study Concept by Investing in Children and their Societies- ICS SP

September 2021

Purpose:

According to Global status report on preventing violence against children, WHO 2020, violence against children remains a big global public health and human rights burden. The report estimates that globally one out of two children (1 billion children) aged 2–17 years' experience some form of violence each year. A third of students aged 11–15 years worldwide have been bullied by their peers in the past month, and 120 million girls are estimated to have suffered some form of forced sexual contact before the age of 20 years. Emotional violence affects one in three children, and worldwide one in four children lives with a mother who is the victim of intimate partner violence. Violence against children includes all forms of violence against people aged under 18 years, whether perpetrated by parents or other caregivers, peers, or strangers. It can include physical, sexual and emotional violence as well as witnessing violence. Children and youth often experience more than one form of violence. Girls and young women are more vulnerable to sexual violence. For example, between 11% and 26% of adolescent girls and young women in sub-Saharan African countries that completed a Violence Against Children and Youth Survey (VACS) experienced sexual violence in the past 12 months. For 7%–55% of adolescent girls and young women who ever had sex, their first sexual experience was forced or coerced, increasing their risk for HIV infection. These data are mirrored in Kenya and Tanzania status on violence against children for example:

In Tanzania violence against Children survey (VAC survey 2011) indicates that VAC is a serious problem. Nearly 3 out of every 10 girls (27.9%) aged 13 to 24 years reported at least one experience of sexual violence prior to the age of 18. Among boys in the same age group, 1 out of every 7 boys (13.4%) reported experiencing at least one incident of sexual violence prior to the age of 18. Nearly 6% of girls have been physical forced to have sexual intercourse before the age 18. Rates of physical and emotional violence are high: among girls, 72% experience some form of physical violence, while for boys the figure is 71%. Emotional violence affects approximately one quarter of boys and girls. Most children do not report their experience, few seek services, and even fewer actually receive any care, treatment, or support if they do report. In addition, corporal punishment is lawful in Tanzania and regarded by many as a normal means of disciplining children. Tanzanian women marry young - almost five years earlier than men - at about 19 years of age. Overall, 27% of adolescent women age 15-19 are already mothers or are pregnant with their first child. Shinyanga region (ICS SP target region) has a high burden of teen pregnancies at 34% and child marriages at 59% compared with the national average of 31%.

In Kenya. The Violence Against children (VAC) study (2019) indicates that VAC remains a serious problem in Kenya. Although progress has been made since the last 2010 survey, Nearly half of females (45.9%) and more than half of males (56.1%) experience childhood violence in Kenya. Among the 15.6% of females who experienced childhood sexual violence, nearly two thirds (62.6%) experienced multiple incidents before age 18. Physical violence is the most common type of violence experienced in childhood in Kenya. Nearly two out of five females (38.8%) and half of males (51.9%) experienced childhood physical violence. For females, intimate partners are the most common perpetrators of childhood sexual violence, comprising 44.4% of first incidents. Childhood physical violence by parents, caregivers, and adult relatives is common, affecting 28.9% of females and 37.9% of males. According to the survey, there is wide spread under reporting of violence. Only two out of five females who experienced childhood sexual violence (41.3%) told someone about an incident of sexual violence and only two out of five females (41.0%) and males (39.2%) who experienced childhood physical violence told someone about an incident of physical violence. Disturbing data indicates that 53.6% of females who did not seek services for sexual violence indicated that the most common reason was that they did not think it was a problem.

To strengthen the on-going ICS interventions that aim at preventing violence being implemented in Tanzania and Kenya, the social norms research survey is proposed. The main objectives of the study are to:

1. Identify and define cultural and social norms and illustrate (through examples) how they influence and support violence against women and children in communities as well in and out of school and communities
2. Document misperceptions and their impact by differentiating and documenting between actual and perceived norms that support violence specifically focusing on norms around Intimate partner violence, Child Marriage and Corporal punishment.
3. Use social norms research findings to refine TOC, program intervention strategies and activities geared towards changing social norms in preventing violence against women and children

Study design: This study will undertake a qualitative approach, using open-ended qualitative guides to conduct Key Informant Interview, In-Depth Interviews, Focus Group Discussions and Vignettes and life stories.

- **The study groups:** Community members, Community leaders, Parents/Caregivers, Children in and out of school, Community health volunteers, AGYWs, Women groups, teachers, School Management Committees, Government education officials, TSD/TSC, PTA representatives, Women and Child protection committees'/area advisory councils, Children assembly/junior councils and ICS staff.
- **Study sites:** The study will be conducted in communities within Shinyanga District Council Shinyanga region –Tanzania and Kisumu County in Kenya. We will cover a total of 4 wards (2 Tanzania and 2 Kenya) 4 Primary schools and 2 secondary schools in each Country where ICS programs are being implemented
- **Data analysis plan:** Anonymous audio-recorded data from the IDIs, KIs, FGDs and Vignettes will be transcribed as a Microsoft Word file and transferred into a qualitative data analysis software package (i.e. NVIVO or ATLAS.ti) for analysis. Further analysis will be conducted to identify common patterns and salient themes and will be stratified by the study groups for all qualitative data.

1. Introduction and Background

1.1 Investing in Children and their Societies (ICS-SP)

Our goal is for every child to grow up in a safe and nurturing environment so that they can reach their full potential. A goal we aim to achieve by working with parents and caregivers, by strengthening families and communities, and by strengthening and influencing governments, civil society and private sector towards better and sustainable policies, programs and practices that ensure the wellbeing of children, young people and their families. Our journey to make this a reality started in 1994 in Kenya and the year 2000 in Tanzania. Building on our previous successes and lessons, ICS-SP has become a strong African NGO that strengthens families and protects children in low income rural and peri urban settings in measurable and sustainable ways. At the heart of our efforts are: **a)**Skilful parenting interventions for parents to promote positive childhood development and prevent violence against children **b)**

interventions that build communities of competent frontline workers to strengthen access, utilization and coordination of basic services (child protection, ECD, education, maternal and child health, nutrition, legal protection, HIV and birth registration) c) Programs aimed at making learning environments safe and that equip children and young people with life skills and resources for resilience, self-protection and care. d) Advocacy programs aimed at promoting supportive policies and uptake of evidence-based VAC prevention and support programmes for children and families. These social interventions are embedded in family economic support initiatives (agribusiness and social protection) designed to increase family income and promote food security. Many children (and their families) are benefiting from this unique combination of economic and social support which is showing success – not only in breaking the cycle violence and poverty, but also in sustainably securing the wellbeing of children and families.

1.2 Problem Definition

This study focuses on social norms and their influence on violence against women and children in Tanzania and Kenya. Specifically the study aims to assess the specific social norms that enable this behavior in Shinyanga and Kisumu. The study will also explore how best to influence social norms that support the protection of women and children for integration into ICS program. ICS will use qualitative methods to determine what elements to consider for the development of appropriate strategies to change negative norms and promote positive social norms that empower parents and caregivers in raising their children without violence as well make sure women are protected.

1.3 Study Justification

National level surveys such as Demographic Health Survey (DHS) in Tanzania and Kenya Demographic Health Survey (KDHS) and provide invaluable data to monitor behavioural indicators as well as other indicators in different health areas. However, there is little data on the magnitude of violence against women and children. The Framework for the National Child Protection System both in Tanzania and Kenya provides a legal framework for women and children protection system, defines the key components, the institutions involved and how they are regulated and coordinated. While this framework is commendable and provides recourse for action in the case of violence against women and children, there is need to understand why the violence occurs in the first place in order to prevent it. An understanding of the social and cultural norms is critical for it is these norms that allow the violence to continue.

1.4 Research Goal and Objectives

The overall goal of the study is to understand the underlying social norms that shape individual behaviour, including the use of violence against women and children at home, school and in the community in Shinyanga Tanzania and Kisumu County Kenya.

The research objectives are as follows:

1. Identify and define social norms and illustrate (through examples) how they influence and support violence against women and children in communities as well in and out of school and communities

2. Document misperceptions and their impact by differentiating and documenting between actual and perceived norms that support violence specifically focusing on norms around Intimate partner violence, Child Marriage and Corporal punishment.
3. Use the findings to revise the TOC, intervention strategies and activities towards addressing VAC/W in the selected sites.

2. Literature Review and Conceptual Framework

1.1 Literature Review

According to the United Nations Secretary General's Study on Violence against Children, "violence against children happens everywhere, in every country and society and across all social groups" (UN, 2006). While extreme violence against women and children is what makes the news headlines, the same report reveals that the repeated daily acts of violence perpetrated against them are also hurtful. Findings from various the studies show that violence against women and children occurs in numerous settings including in the homes and families, in schools and educational settings, in care institutions and in the community at large. In Article 19 of the Convention on the Rights of a Child, violence against children is defined as "all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse" (UN CRC, Article 19, 1989). The World Health Organization further categorizes child maltreatment into five sub-types that are distinguished as physical abuse; sexual abuse; neglect and negligent treatment; emotional abuse; and exploitation (WHO, July 2016). The consequences of violence against women and children are not only immediate but can also be far-reaching, including developmental impairment, leading to adults with behavioral, physical and mental health problems (WHO, July 2016; Stoltenborgh M. et al 2011).

Given the global prevalence and severe consequences of violence against women and children, a multi-sectorial approach that include social norms change strategies to prevention violence is recommended (UNICEF, 2014; Hillis SD et al, 2015). Comprehensive program packages that include components addressing values and norms that protect women and children through small group programs, bystander interventions, community mobilization programs and campaigns have potential outcomes of addressing values and norms and leading to reduction in the acceptance of violence against women and children and an increase in the acceptance of non-violence approached to parental discipline (Hillis SD et al, 2015).

1.2 Social Norms Model

In designing this study, research team will consider the social norms theory to guide the understanding of the underlying cultural and social norms that shape individual behaviour, including the use of violence against women and children at home, school and in the community of Shinyanga Tanzania and Kisumu/Busia County Kenya.

The social norms theory hypothesizes that, against a background of a wide variety of influences a person's perceptions of peers' behaviors and beliefs surrounding a certain behavior. This will have a strong influence on both personal behavior patterns and use of protective strategies. These will, in turn, strongly influence the number, type and severity of adverse consequences associated with the negative behavior.

Social norms theory describes situations in which individuals incorrectly perceive the attitudes and/or behaviours of peers and other community members to be different from their own when in fact they are not. This phenomenon that has been called “pluralistic ignorance” (Miller and McFarland, 1991; Toch & Klofas, 1984). These misperceptions occur in relation to problem or risk behaviours (which are usually overestimated) and in relation to healthy or protective behaviours (which are usually underestimated). One of the effects of pluralistic ignorance is to cause individuals to change their own behavior to approximate the misperceived norm. This in turn can cause the expression or rationalization of problem behavior and the inhibition or suppression of healthy behavior. Social and cultural norms in our context are defined as rules, beliefs or expectations of behaviour within a cultural or social group. The group can be large or small, ranging from the cultural norms of an entire region to those of a particular ethnic community. Social norms, the often-unspoken rules of a group, shape not just our behavior but also our attitudes. Cultural and social norms are highly influential in shaping individual behaviour, including the use of physical and sexual violence against children in different settings (home, school, community). Norms can protect against violence, but they can also support and encourage the use of it. Cultural and social norms persist within society because of individuals’ preference to conform, given the expectation that others will also conform. In our context, the following social norms are persistent – harmful cultural practices such as early marriages, the use of physical punishment for discipline and conflict resolution as well intimate partner violence in families and communities among others. Changing social norms that accept or allow indifference to violence is necessary to prevent violence against women and children.

3. Study Methodology

This study will be a cross-sectional survey adopting a qualitative approach towards data collection.

1.1 Study Target Population and Sampling

The study will be conducted at the community level with several target audiences proposed. These include Community members, Community leaders, Parents/Caregivers, Children in and out of school, AGYWs, Women groups, Men groups, teachers, School Management Committees, Government education officials, TSD/TSC, PTA representatives, Women and Child protection committees’/area advisory councils, Children assembly/junior councils and ICS staff. All interviews, In-Depth Interviews (IDIs), Key Informant Interviews (KIs), Focus Group Discussions (FGDs) and Vignettes and life stories will be conducted in venues convenient to study participants and that offer privacy. We plan carry out a maximum of 126 (to cover key study groups) interviews among the study population below.

Practice of interest	Social Norms to be measured	Target Population/ Participants Group	Selection Methods	Preferred Methods of diagnosis	Questions
Intimate partner violence	<p>Men believe that the community approves that a woman is a man's property and once he pays dowry he takes full ownership and can do the woman whatever he pleases.</p> <p>Men believe that the community approves that beating a woman is a good way of disciplining.</p>	Community members,	Convenience	FGD	ICS team is working on questions per selected SN and share tools with IIDC by 12 Nov for inputs and finalization.
		Community leaders,	Purposive	IDI	
		Women Groups	Convenience	FGD, Vignettes and life stories	
		Women and Child protection committees'/ area advisory councils,	Purposive	KII	
		Men groups,	Convenience	FGD	
		Government officials,	Purposive	KII	
		ICS staff	Purposive	KII	

Child Marriage	Parents believe that the community approves them to get their girls married early as a good way of financial security, success in life and escaping poverty	Community members,	Convenience	FGD
		Community leaders,	Purposive	IDI
		Parents/ caregivers	Convenience	FGD, Vignettes and life stories
	Parents believe that the community approves the boy who gets a girl pregnant should marry her to protect her honor	AGYWs	Convenience	FGD, Vignettes and life stories
		Government officials	Purposive	KII
	Parents believe that the community approve that it is not wise to invest in girl's education and girls are to be married to take care of homes and children	PTA representatives	Purposive	FGD
		Teachers	Purposive	KII
	The older men believe that the community approves that marrying young girls increases the men's lifespan and that they die well	Children in and out of school,	Convenience	FGD
		Women and Child protection committees/ area advisory councils	Purposive	KII
	Parents believe that the community approves for a young girl to get married early before she gets pregnant from their parent's homes and cause embarrassment	Children assembly/ junior councils and	Convenience	FGD
		Women groups		FGD, Vignettes and life stories
		Men groups	Convenience	FGD
		ICS staff	Purposive	KII
Corporal punishment	Teachers believe that parents approve beating children as a good way of making them learn and achieve high academic results	Teachers,	Purposive	FGD and KII
		Parents/ Caregivers,	Convenience	FGD, Vignettes and life stories
		Community members,		FGD
	Parents believe that the community disapproves not beating children as a sign of raising bad mannered children.	Children in and out of school	Convenience	FGD
		School Management Committees,	Purposive	KII
	Teachers believe that parents approve that beating and inflicting pain in children helps to instil discipline.	TSC/TSD officials	Purposive	KII
		PTA representatives	Purposive	FGD
	Teachers believe that government leaders approve that caning is the effective way of disciplining children	Children assembly/junior councils and	Convenience	FGD
		ICS staff	Purposive	KII

1.2 Location

The study will be conducted in communities within Shinyanga District Council Shinyanga region -Tanzania and Kisumu County where ICS programs are being implemented. The study will specifically be conducted in four purposively selected wards (2 Tanzania and 2 Kenya) 4 Primary schools and 2 secondary schools in each Country. Community around the school will participate either through FGD, Vignettes and life stories or interviewed. Other study participants include key informants as described in table above.

1.3 Qualitative Methods

Various qualitative methods such as Key Informant Interview, In-Depth Interviews, Focus Group Discussions and Vignettes and life stories will be used to add to expand the understanding underlying cultural and social norms that shape individual behaviour, including the use of violence against women and children at home, school and in the community. We will develop and draft KII, IDI, FGD, Vignettes and life stories study guides as per study targeted audiences above

The study participants: The study participants will be sampled by gender, age group of skills. Using programme implementation information, the study population will be segregated into sub-regions and samples drawn data from the quantitative component, the study regions will be categorized as high and low domain based on knowledge, attitudes and perceptions. A total of 18 IDIs and 108 KIIs will be conducted based on above proposed study population

IDI, FGD and KII guides

IDIs, FGDs, KIIs Vignettes and life stories will be conducted in English, Kiswahili and Luo as appropriate. Data collection guides will be developed and pre-tested with each target group. Interviewer training will be conducted with a special emphasis on how to minimize response biases, elicit sensitive information, and be mindful of ethical considerations when working with women and children. Interviewers will be chosen based on their familiarity and prior experience with the target populations.

1.4 Study recruitment strategy and procedures

Participants will be recruited from among the communities and schools where ICS works in. They will be approached by the trained enumerators, informed of the study and requested to participate. Once they agree, they will then be taken through the consent form and requested to sign voluntarily.

Data will be collected from 6 villages with a total of 6 schools (4 primary and 2 secondary) Shinyanga region Tanzania and Kisumu purposively selected based on ICS ongoing programme activities. In each village/location school children from a primary school and at ward level secondary school adolescents will be targeted for interviews additionally, members of the community and out-of-school children around the school will also be targeted for interviews or FGDs.

Since ICS already implements activities in these schools and communities, we will mobilize members of the community and sensitize them on the planned research activities using the local community leaders, local government administrators as entry points to the community. ICS will communicate with government authorities on both Countries and adequately brief about the study before engagement of the school children in the research study. Since the school children are minors, permission will also be sought from their parents or caregivers before their participation in the research activity.

1.5 Data analysis

Anonymous data from the individual in-depth interviews, FGDs, vignettes, case stories and KIIs will be translated from Kiswahili/Luo into English as appropriate and transcribed as a Microsoft Word file and transferred into a qualitative data analysis software package such as Nvivo or ATLAS TI for analysis. Further analysis will be conducted to identify common patterns and salient themes. Findings from the analysis will be summarized, compiled and used to develop recommendations for program development, final reports and papers.

1.6 Tools pretest

The investigators will carry out a tool pre-test to assess the logical flow of the guiding questions within each of the tools, societal acceptance, ease of administration, and cultural sensitivity among other parameters. The feedback from the pre-test will be used to improve the guides and ensure that the relevant questions are asked to the appropriate target audience. Of importance to the research team, given the sensitivity of the survey matter and the presence of minors, will be the need to ensure that discussions yield relevant information without causing undue discomfort or resistance from any of the respondents.

1.7 Training of interviewers

The training of interviewers for this qualitative study will focus on the following components:

- a) Background to the ICS-SP project
- b) Review of Research ethics and ICS child safeguarding policy.
- c) Research objectives
- e) Review of qualitative guides

1.8 Interview procedures

a. Location of interview: The interview will take place within an appropriate place (for all other respondents) as proposed by the respondent without compromising on the cost of the survey, the quality of the data, and the confidentiality of the data.

b. Language(s): The interviewers will administer the interviews in the language appropriate to the respondent. However, all transcription and analysis will be done in English.

c. Informed consent: Voluntary and informed consent will be obtained from participants for all data collected and used. Each participant will be provided an explanation of the purpose of the study, information on the process of participation, the risks and benefits, conditions of privacy and confidentiality, and the voluntary nature of their participation either through whole or a part of the study. Participants are told of their ability to refuse to participate or answer certain questions, as well as to withdraw from the study at any time without affecting the nature of the services they receive or other reprisals of any other kind.

d. Data collection form: The interviews and FGDs will be recorded on paper using voice recorders which will be verbatim transcribed for later analysis.

e. Supervision: ICS team will provide direct supervision of the data collectors on a daily basis, conducting a 100% review of the audio recordings while on field. This will aid in determining if there are areas of further investigation while on field or additional refining of the guides for the next day's interviews.

e. Timeline: The exploration will take between 10 calendar days, allowing for interviews and discussions to be conducted at a time that is suitable for the respondents. This may entail working beyond non-traditional working hours to accommodate the respondents needs but also ensuring the safety of the data collectors (not beyond 5pm).

1.9 Ethical Considerations

Ethical approval

Since this is an internal and learning study by ICS we will seek approval from regional/County levels in both countries.

Specific ethical considerations

This study methodology addresses the following ethical principles: respect for persons, beneficence and justice. This survey shall make efforts to protect individual autonomy, minimize harm and maximize benefits, and equitably distribute risks and benefits by using procedures that are consistent with sound research designs that consider these issues. This study will not pose the physical risks associated with a physical procedure or intervention, such as obtaining tissue or blood samples.

1.10 Study Limitations

The team acknowledge several limitations within the study at various levels.

1. The selection of the study regions has been done purposively based on the area of work for ICS-SP, which may introduce elements of selection bias. As such, the findings from the study may not be representative of the entire country but rather, the specific region where the study has been implemented.
2. Secondly, while the use of English and Kiswahili only for qualitative interviews may lead to potential respondent's selection bias, this is not likely to arise in this study. ICS implements programmes in this community targeting both school children and members of the community. The programmatic activities are conducted in English and Kiswahili, the languages widely used as means of communication, it is worthy to note that majority of the programme beneficiaries understand both languages and particularly Kiswahili therefore there will be fair participant selection of the target population for this study.
3. Social and cultural norms studies may be sensitive thereby introducing in social desirability bias. Some participants may report what they think interviewers would like to hear or may be unwilling to speak their thoughts during the in-depth interview discussions. We will attempt to reduce this bias by training field teams and interviewers to be non-judgmental and professional in their dealings with participants and by working closely with local organizations that have established relationships in the community. In addition, topics that are sensitive will be further explored through IDIs.

4. Study Budget

The proposed study estimated to cost 23477.80 USD. See attached detailed budget in excel sheet.

8

Focal person terms of reference (ToR) SNMP

Work closely with the Social Norms Mentor to:

- Ensure the effective and flexible coordination and implementation of the Social Norms Mentorship Program.
- Ensure that the mentors are well informed, capacitated and actively involved in the Social Norms Mentorship Program.
- Ensure optimal cooperation of the mentees with regards to implementation of the Social Norms Mentorship Program.
- Coordinate learning, sharing and cross fertilization initiatives around social norms mentorship program at the mentee organisation.
- Co-coach mentees in relevant skills and competencies.
- Prepare and share updates with the mentors to feed into the monthly coordination meetings with LSHTM and IIDC.

Requirements:

The following qualifications are required to successfully carry out the exercise:

- Degree in a relevant field of anthropology, sociology, social work, development management.
- Training in social norms mentorship.
- Good knowledge of local context.
- Assessment, analytical and quantitative skills.
- Good oral and report writing skills.
- Senior staff at the mentee organisation.

Assurance of Confidentiality

All deliberations relating to this work, including all information collected from various meetings/ documents shall be kept confidential and shall not be divulged to any third party either verbally or in writing or in any other form.

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Mentor terms of reference (ToR) SNMP

Work closely with the social norms mentee organisation focal person to:

- Enable the mentee organisation to put in place achievable Social Norms Mentorship Program plans and identifying how to achieve them.
- Act as a sounding board, allowing the mentee organisation to talk through with them the Social Norms Mentorship Program issues requiring a decision or action.
- Ensure all Social Norms Mentorship Program products from mentee organisations are of high quality and meet required standards.
- Play the 'devil's advocate', challenging the mentee organisation to face up to difficult issues and develop self-awareness in social norms programming.
- Open doors, facilitating access for the mentee organisation to other people and resources to enable successful social norms programming.
- Seek out opportunities and developmental tasks that enable the mentee organisation to address weaknesses, gaps in their experience and knowledge, or to raise their profile in social norms programming.
- Pass on and enable understanding, perspectives, attitudes, beliefs, thinking styles, that are associated with effective social norms programming.
- Coach mentee organisations in relevant skills and competencies.
- Participate in monthly coordination meetings with LSHTM and IIDC.

Requirements:

The following qualifications are required to successfully carry out the exercise:

- Degree in a relevant field of anthropology, sociology, social work, development management.
- Experience in social norms mentorship.
- Good knowledge of local context.
- Assessment, analytical and quantitative skills.
- Good oral and report writing skills.

Assurance of Confidentiality

All deliberations relating to this work, including all information collected from various meetings/ documents shall be kept confidential and shall not be divulged to any third party either verbally or in writing or in any other form.

10 Self-assessment form for mentee

Please take a few minutes to answer ten questions about your organization and your own experience working with programs focused on normative change. This will help us prepare for the mentorship experience year ahead with your organization.

- How would you rate **your organization's** experience in working in these areas of social change? Please put an X in the appropriate boxes below.

Topic	No experience	Some experience	Significant experience
Design of norms-shifting interventions			
Conducting assessment that allow deeper understanding of social and cultural norms that perpetuate harmful behaviors			
Conducting formative assessments to identify social norms that influence specific behaviors			
Integrating social norms into program theories of change			
Designing and articulating effective strategies for changing or shifting social norms			
- Using community engagement approaches			
- Using media campaigns & edutainment approaches			
- Using structural adjustment approaches			
Program Monitoring			
Defining and integrating indicators of social change into monitoring systems			
Developing social norms learning agendas			
Establishing mechanisms (supervision visits, learning meetings) to monitor opposition to social change			
Establishing mechanisms to monitor implementation of norms-shifting interventions			
Program Evaluation			
Defining domains of social change and indicator areas to include in evaluation plans and log frames			
Selecting and defining measures of social change to include in surveys			
Selecting and defining qualitative approaches to assess/ explore social change			
Use a participatory methods to assess social change			
Collecting data on the outcomes of norms-shifting interventions			

Building frontline worker capacities to facilitate social change processes			
Building staff capacities to facilitate social change processes			
Building partner organizations and Ministry staff capacities to understand the value of and support social change processes			

2. How would you rate your organizations overall experience working with social change initiatives?
Please put an X in the appropriate boxes below.

Topic	No experience	Some experience	Significant experience
Design of norms-shifting interventions			
Conducting assessment that allow deeper understanding of social and cultural norms that perpetuate harmful behaviors			
Conducting formative assessments to identify social norms that influence specific behaviors			
Integrating social norms into program theories of change			
Designing and articulating effective strategies for changing or shifting social norms			
- Using community engagement approaches			
- Using media campaigns & edutainment approaches			
- Using structural adjustment approaches			
Program Monitoring			
Defining and integrating indicators of social change into monitoring systems			
Developing social norms learning agendas			
Establishing mechanisms (supervision visits, learning meetings) to monitor opposition to social change			
Establishing mechanisms to monitor implementation of norms-shifting interventions			
Program Evaluation			
Defining domains of social change and indicator areas to include in evaluation plans and log frames			
Selecting and defining measures of social change to include in surveys			
Selecting and defining qualitative approaches to assess/ explore social change			
Use a participatory methods to assess social change			
Collecting data on the outcomes of norms-shifting interventions			

Supporting program implementation			
Building frontline worker capacities to facilitate social change processes			
Building staff capacities to facilitate social change processes			
Building partner organizations and Ministry staff capacities to understand the value of and support social change processes			

3. Over the next three months, in which areas would you most like to focus to strengthen capacities in norms-shifting programming?

4. Please share any program results or accomplishments your organization has had working in the area of social change.

Thank you for taking the time to complete this form! We will review some of this content at our next meeting to best prepare for the mentorship process ahead.

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Example mentee workplan

Location	Behaviour or practice	Location	Activity	Start date	Responsible person	Resources needed	
Kisumu, Kenya	IPV, Corporal punishment	IIDC/ICS office	Virtual	Tools	7th - 11th Feb Jan 22	Peter	Time and internet
		Kisumu central	Nyalenda	Training and pretesting tools	14th -15th, 16th Jan 22		RA's, time, transport, stationary, facilitation for respondents
		Seme Subcounty	West Seme ward	Data collection	17th, 18th & 21st		Time
		"Muhoroni Subcounty (Control subcounty)"	Ombeyi ward		22nd - 24th Feb		
		ICS Office	Kisumu	Joint analysis	25th - 4th March		
Shinyanga region, Tanzania	Child marriage Corporal punishment in school	IIDC/ICS office	Virtual	Tools	7th - 11th Feb Jan 22	Juliet	Time and internet
		Shinyanga district council	Mwantini	Training and pretesting tools	14th -15th, 16th Jan 22		RA's, time, transport, stationary, facilitation for respondents
			Mwenge ward	Data collection	17th, 18th & 21st		
			Imesela ward (Control)		22nd - 24th Feb		
			Shinyanga	Joint analysis	25th - 4th March		

12 Example method for prioritizing methods for research

Mentee method of prioritizing issues for research with their participants

Step	Activity/task	Purpose
Step one	Review current monitoring data set	The issue should have current evidence of existence
Step two	Review baseline study or KAP survey	
Step three	Identify top three issues/problems	To be sure that no issue is left behind and for comparison
Step four	Select issue that affects the target populations most and cross-cuts sites	Normally, one top issue is the entry point but the exploration can bring out norms around other issues
Step five	Seek consensus from the mentee organization field teams	The implementation team, especially the front-line staff have first-hand information
Step six	Develop research questions in line with the issue(s) selected	To link the diagnosis to the implementation

13 Example agenda for second training

	Activity	Time	Responsible person
DAY ONE (14TH FEB 2022)			
1	Arrival, knowing each other	8:30am – 9:00am	Moureen/Sabrina
2	Overview and rationale of the study	9:00am – 9:15am	Moureen/Sabrina
3	Introduction social Norms	9:15am – 10:00am	Ramadhan/Anslem
Morning break 10:00am – 10:30am			
4	Deep dive into social norms and norms assessment	10:30am – 11:30am	Ramadhan, Anslem, Sabrina & Moureen
5	Practicum on social norms, beliefs/attitudes, practices. (Each person constructs social norms, practices, beliefs/attitudes and submits to another for presentation)	11:30am – 12:30noon	Ramadhan/Anslem
6	Over view of the SNET Elaboration of the five steps of social norms exploration (From planning to adaptation)	11:00am – 1:00pm	Ramadhan, Anslem, Sabrina & Moureen
Lunch break 1:00pm – 2:00pm			
7	Practicum exercises a) Social network analysis tool b) Influence mapping tool c) Problem tree d) 5 whys e) Vignettes	2:00pm – 4:00pm	Ramadhan, Anslem, Sabrina & Moureen
8	Day one Technical Evaluation Home work/assignment	4:00pm – 4:30pm	Moureen/Sabrina
Evening break and departure 4:30pm – 5:00pm			

	Activity	Time	Responsible person
DAY TWO (15TH FEB 2022)			
10	Presentation of assignment: - Social networks around trainings/workshops - Influence mapping for trainings/workshops - Norm around trainings/workshops - Attitudes/beliefs towards trainings/workshops - Practices around workshops/trainings	8:30am – 9:30am	Moureen/Sabrina
Morning break 10:00am – 10:30am			
12	Qualitative inquiry methods and techniques	10:30am – 1:00pm	Ramadhan/Anslem
Lunch break 1:00pm – 2:00pm			
13	A - Transcription of data B - Random selection of participants to role play the qualitative interview process and techniques	2:00pm – 2:30pm	Ramadhan/Anslem
14	Rapid review, refinement and translation of tools into local language Teams will agree on how to ask particular questions and also agree on good probes in Swahili	2:30pm – 4:30pm	Ramadhan, Anslem, Sabrina & Moureen
Day two Technical Evaluation, evening break and departure			
DAY THREE (16TH FEB 2022)			
	Field pretest of SNE tools and debrief Teams split into 2-3 groups Check that they have all materials and tools. Mobilize promptly	8:30am – 1:00pm	Moureen/Sabrina/ICS team
Lunch break 1:00pm – 2:00pm			
	Debrief with teams: A) The process (Technical and otherwise) B) The outputs (From activities/tools) C) Time factor D) Fine tuning all aspects E) Teaming for actual exploration (tools, role clarification, process clarification, outputs expected, quality etc.)	2:00pm – 4:00pm	Ramadhan, Anslem, Sabrina, ICS team & Moureen
	Individual teams prepare for field work – task leads final checks using readiness checklist	4:00pm – 4:30pm	Ramadhan, Anslem, Sabrina & Moureen
Evening break and departure 4:30pm – 5:00pm			

Activity	Time	Responsible person
17TH FEB 2022		
Field exploration – Location 1 (CP=1, Child marriage=2, IPV=3) a) Female Teachers (Corporal punishment) or wives/ mothers to teenagers (IPV & child marriage): (Social network, Influence mapping, exploratory FGD) b) Male Teachers or husbands/fathers to teenagers (IPV or child marriage): (Social network, Influence mapping, exploratory FGD) Mobilization of reference groups	Whole day	Ramadhan, Anslem, Sabrina & Moureen
18TH FEB 2022		
c) Disciplinary committees of 2 schools (Corporal punishment) or male parents/spouses (IPV) or married girl teenagers (Child marriage) (Social network, Influence mapping, exploratory FGD)	Whole day	Ramadhan, Anslem, Sabrina & Moureen
d) Mixed group of students/pupils (Corporal punishment) or female parents/spouses (IPV) or married boy teenagers (Child marriage): (Social network, Influence mapping, exploratory FGD)		Ramadhan, Anslem, Sabrina & Moureen
21ST FEB 2022		
Reference groups 1-2 (For a)	Whole day	Ramadhan, Anslem, Sabrina & Moureen + ICS team
Reference group 1-2 (For b)		Ramadhan, Anslem, Sabrina & Moureen + ICS team
22ND FEB 2022		
Reference group 1-2 (For c)	Whole day	Ramadhan, Anslem, Sabrina & Moureen + ICS team
Reference group 1-2 (For d)		Ramadhan, Anslem, Sabrina & Moureen + ICS team

Activity		Time	Responsible person
23RD – 25TH FEB 2022 (DIVIDE TEAMS INTO TWO)			
Team one (ICS IIDC and all Research Associates)	Whole 3 days	Ramadhan, Anslem, Sabrina & Moureen + ICS team	
Summarizing notes and network analysis, influence mapping and outputs from exploration exercises i.e. (Problem trees, 5-whys, vignettes)			
Summarize emerging social norms, practices, knowledge among priority populations and beliefs/practices			
Team two (ICS IIDC and all Research Associates)	Whole 3 days	Ramadhan, Anslem, Sabrina & Moureen + ICS team	
Transcribe all transcripts into English language			
28TH FEB – 4TH MAR 2022			
Deeper analysis of transcripts and elaboration of the summary notes and analysis	5 days	Ramadhan, Anslem, Sabrina & Moureen + ICS team	
Review current strategies and align new social norms change strategies		Ramadhan, Anslem, Sabrina & Moureen + ICS team	
Develop social norms exploration report outline This will be completed in March 2022.		Ramadhan/Anslem	

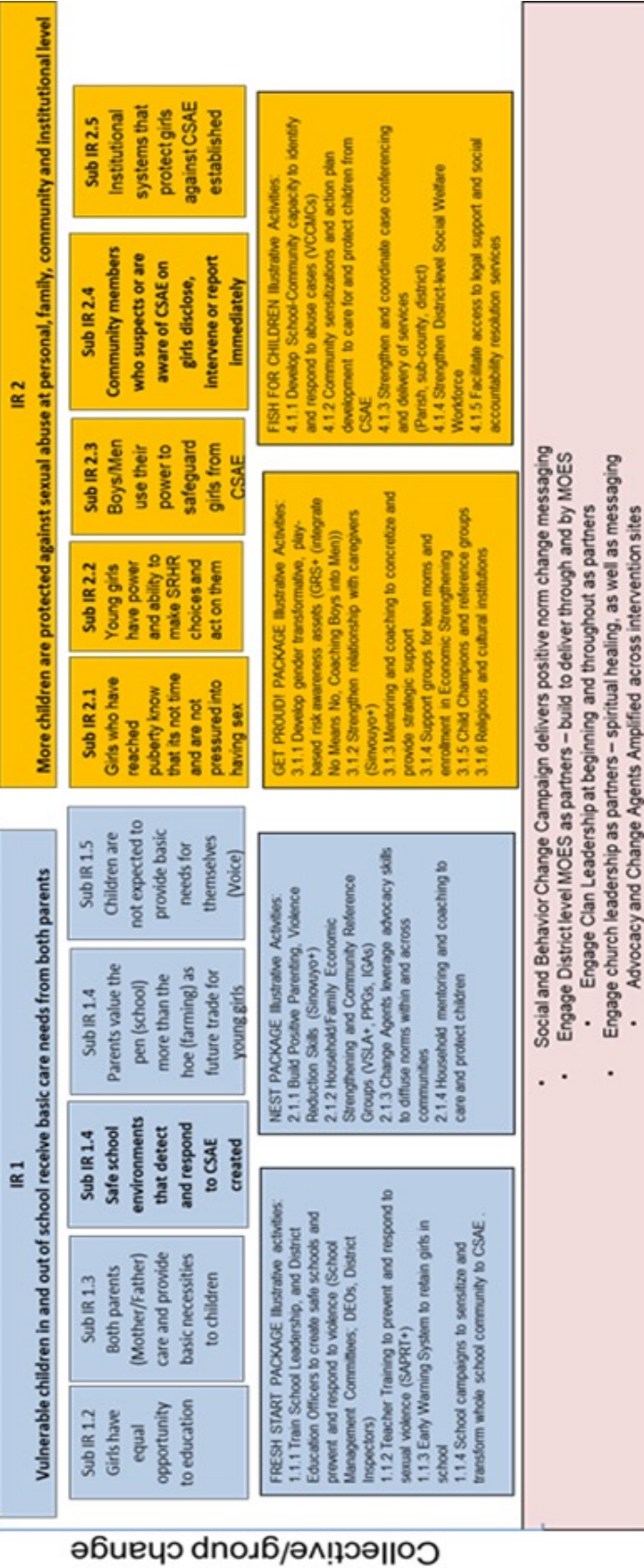
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Example theory of change

Goal: Create violence free communities where children learn, grow and thrive without fear

Penultimate result

Mechanisms and systems that prevent and respond to child sexual abuse and other forms of Violence against the girl child sustained



15 Example of social norms table

Matrix: Bundibugyo District analysis of norms, attitudes/beliefs, perceptions, practices, reference groups, strategy, tool and activities to address the norm.

Norm	Belief/Attitude	Perception	Practice	Social Norm Change Strategy	Tool	Reference Group (s)	Activity (ies)
In Bakhonzo culture, marrying and getting married when you are below 18 years is okay	<ul style="list-style-type: none"> - If you stop a girl from getting married to his boyfriend, she commits suicide. (Grandfathers FGD) "Parents just ignore their children to marry or get married because they don't want them to commit suicide" - "You will lose market if you do not marry early" (Mother's FGD) - "Girls who get married early suffer." (Girls FGD) - "Parents feel bad when their young children get married at early age." (Fathers FGD) - "Mothers in-law reject the young girl for marriage saying what will she do here, she is still young" – (Paternal aunties's FGD) 	<p>Girls are seen as a source of wealth. (Through dowry)</p> <p>If you don't get married at an early age (girls with standing breasts), then you will never get married (Father's FGD)</p>	<p>Girls are expected by their fathers to get married early and bring dowry which the boys have to use to also marry</p> <p>Parents become happy when a boy brings a girl for marriage and even slaughter a goat (Boys FGD)</p> <p>Reporting cases at the police leads to revenge and hatred by the affected parents</p>	<p>Change social norm</p> <p>Correct the misperceptions of a social norm in some communities</p>	<p>Deliberation and reflection</p> <p>Trend setters and positive deviants</p> <p>Organized diffusion</p> <p>Public declarations</p>	<p>Priority population influencers</p> <p>Paternal aunties, Grandfathers</p> <p>Husbands to girls, Fathers, Young Boys, Mothers</p> <p>Secondary influencers</p> <p>Cultural leaders</p>	<p>Out of school and in-school Girl/boy talk dialogues on harms, skills and knowledge for non-conformance to pressures for early marriage (Good school toolkit, Gender responsive pedagogy, Develop and use social norms change talking points)</p> <p>Perception change dialogues with parents (Fathers only, mothers only and mixed)</p> <p>Advocacy dialogues with cultural leaders to make public declarations on the harms arising from child marriage (Radio talk shows, cultural ceremonies, funerals etc.)</p>
Descriptive norm							

16 Example guide for Safeguarding and Quality Control SoPs

Safeguarding and Quality Control SOPs in the Social Norms Mentorship Program

The Safeguarding and Quality Control SOPs build on the principles of reliability, honesty, respect and accountability in research during the social norms diagnosis and other research processes. They will permeate the values and norms of responsible research behaviour necessary to maximise the quality and robustness of research outputs, and to counter threats to, and violations of, research integrity.

The SOPs i) ensure reliability through a comprehensive and well thought through research process involving appropriate data, methods and analyses ii ensure honesty by the way data is handled – and in the open and transparent way in which the research process will be carried out and reported iii) make respect key in the research and development process – internally towards researchers and externally in relation to respondents, collaborators and society in general. It is expected that every member of the social norms mentorship program will treat internal and external stakeholders with respect and dignity and high ethical standards and will secure the protection of human participants as well as personal data and iv) ensure accountability through a comprehensive quality assurance process. To realise this, partners will:

- Agree at the outset on the research design, methodology and methods for documentation and storage of research outputs, to accountability and transparency.
- Develop a research protocol that considers the prevailing regulations and be sensitive to, relevant differences in age, gender, culture, religion, ethnic origin and social class in the study population.
- Ensure that the research processes comply with ethical standards and regulations within their area and where appropriate research protocols will be sent to ethical review boards (IRB) for approval.
- Provide appropriate and adequate training in research ethics to teams to ensure that all concerned are made aware of the relevant ethical regulations.
- Ensure that Mentee Focal Persons are adequately equipped to act as effective supervisors and mentors to team members during the research process
- Handle research subjects with respect and care, and in accordance with legal and ethical provisions.
- Commit to reporting and publishing results and interpretations of research in an open, honest, transparent and accurate manner, and to respect the confidentiality of data or findings when legitimately required to do so.
- Have due regard for the health, safety and welfare of the community, of collaborators and others connected with their research.
- Strive to identify and manage potential harms and risks relating to their research.

Preventive measures

Before the commencement of research activities, the mentee organisation will submit a research protocol to the mentor organisation. The protocol will form the basis for the selection and recruitment of participants. This includes the number of participants, inclusion/exclusion criteria and direct/indirect incentives for participation. A communication will be made by the mentee organisation to all participants and thereby ensure that all informants and respondents are duly informed about the scope and purposes of their involvement and the research activities of the project. Moreover, all human participants will be ensured anonymity and confidentiality when appropriate. Procedures for informed consent will be strictly maintained, and copies of Informed Consent Forms will be prepared, duly signed, and preserved. These will be concise, and in language and terms understandable to the participants.

Participants will have the right to i) know that participation is voluntary ii) ask questions and receive understandable answers before making a decision iii) know the degree of risk and burden involved in participation iv) know who will benefit from participation v) know the procedures that will be implemented in the case of incidental findings vi) withdraw themselves, their samples and data from the project at any time and vii) know of any potential commercial exploitation of the research.

The research should not intend to involve the collection of sensitive information. It could be anticipated, however, that informants' deliberations through focus groups might, unintended, reveal sensitive information. Such potential situations will be anticipated in the study protocol and will be submitted for ethical assessment. Children and adults unable to give informed consent will not be involved in the research.

During data collection and processing partners will respect and strictly adhere to ethical regulations and laws while conducting the research processes involving human participants and when collecting and processing their personal data. The team will implement strict procedures for safeguarding anonymity whenever this is relevant. All data from either individual or social interactions will be dealt with on the basis of informed consent and privacy. Photographs, audio and video recordings are personal data and will be handled as such. Participants will be informed at the beginning of interviews of group discussion that recordings will be used and they will have the option to agree or to decline.

Handling safeguarding violations that may emerge

If a partner is accused of research misconduct or other unacceptable practices – this can be reported to the Safeguarding Focal Persons of both the Mentor and Mentee organisations, who will be available for consulting and will contact the relevant authorities, if necessary. The Safeguarding Focal Person of either organisation must secure a fair investigation process within their organisation in accordance with their safeguarding policy and decide on appropriate sanctions and inform the partnership of the decision taken. Investigations should follow principles of integrity and fairness as follows:

Integrity: Investigations should be fair, comprehensive and conducted expediently, without compromising accuracy, objectivity or thoroughness. The parties involved in the procedure must declare any conflict of interest that may arise during the investigation. Measures should be taken to ensure that investigations are carried through to a conclusion. Procedures should be conducted confidentially in order to protect those involved in the investigation. Institutions should protect the rights of 'whistle-blowers' during investigations and ensure that their career prospects are not endangered. General procedures for dealing with violations of good research practice should be publicly available and accessible to ensure their transparency and uniformity.

Fairness: Investigations should be carried out with due process and in fairness to all parties. Persons accused of research misconduct should be given full details of the allegation(s) and allowed a fair process for responding to allegations and presenting evidence. Action should be taken against persons for whom an allegation of misconduct is upheld, which is proportionate to the severity of the violation. Appropriate restorative action should be taken when researchers are exonerated of an allegation of misconduct. Anyone accused of research misconduct should be presumed innocent until proven otherwise

SOCIAL NORMS EXPLORATION RESEARCH PROPOSAL

Study Title: Socio-cultural norms influencing violent disciplining in Lira District, Northern Uganda: An exploratory diagnosis.

Investigators:

Principal Investigator: IIDC

Co-Investigators: Partner_staff

Study sponsors: IIDC and TPO Uganda.

Study Contact:

Date Submitted:

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Executive Summary

Violence against children includes all forms of violence against people aged under 18 years, whether perpetrated by parents or other caregivers, peers, or strangers. It can include physical, sexual and emotional violence as well as witnessing violence. Close to 300 million children worldwide aged 2–4 years regularly experience violent discipline by their caregivers.

Three main types of interpersonal violence are the most common globally and these are: a) Child maltreatment – abuse and neglect of children by parents and caregivers, most often in the home but also in settings such as schools and orphanages, b) Youth violence – violence that occurs among individuals aged 10–29 years who are unrelated and who may or may not know each other. It generally takes place outside of the home, often in schools or in the community where children gather, and online. It includes a range of acts from bullying (including cyber-bullying) and physical fighting, to more severe sexual and physical assault, to homicide; c) Intimate partner violence – behavior within an intimate relationship that causes physical, sexual or psychological harm, including acts of physical aggression, sexual coercion, psychological abuse and controlling behaviors. In romantically involved but unmarried adolescents it is sometimes called dating violence.

When directed against girls or boys because of their biological sex, sexual orientation, gender identity or expression, any of these types of violence can also constitute gender-based violence. The various forms of violence are interrelated, sharing many risk and protective factors, consequences and effective approaches to prevention. Individual children may experience multiple different types of violence simultaneously and at different stages along the life course.

The 2030 Agenda for Sustainable Development contains a bold, ambitious and clear call to eliminate violence against children as expressed in Target 16.2, “end abuse, exploitation, trafficking and all forms of violence against and torture of children”, and three targets that overlap with it:

- Target 4a: “build and upgrade education facilities that are child-, disability- and gender-sensitive and provide safe, non-violent, inclusive and effective learning environments for all”;
- Target 5.2: “eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation”;
- Target 16.1: “significantly reduce all forms of violence and related death rates everywhere”.

In adopting these targets, heads of state committed their governments to action to end all forms of violence against children by 2030. The targets also provide a rallying point for global, regional and local-level organizations’ efforts to provide support for national action to prevent violence against children, and a focus for scientific research on how best to take evidence-based actions to scale. With 2020–2030 declared the Decade of Action to deliver on the SDGs (6) and with recognition of the importance of placing children at the heart of these endeavors, efforts to reach these targets must assume a new urgency.

The COVID-19 pandemic and societies' response to it profoundly affects all aspects of our lives. School closures have impacted some 1.5 billion children, while movement restrictions, loss of income, isolation, and overcrowding have heightened levels of stress and anxiety in parents, caregivers and children. Stay-at-home measures have limited the usual sources of support for families and individuals – be they friends, extended family, or professionals – further eroding their ability to successfully cope with crises and the new routines of daily life.

The economic devastation wrought by COVID-19 and the response to it may take years to overcome, and could exacerbate economic inequalities, poverty, unemployment, and household financial insecurity. These long-term effects can be expected to drive homicides and violent assault back up to (and even beyond) their pre-lockdown levels and could potentially impact on many risk factors for later violence, including on brain development, early learning, and schooling. A return to school and work may reduce the stress on parents, caregivers and children and re-invigorate their social support systems, and thus lessen the risk of children experiencing and witnessing abuse in the home. However, despite a return to work, unemployment and household financial insecurity may remain chronic, and access to social protection and social welfare might in many contexts be reduced, meaning that while child abuse rates may go down, they are likely to stabilize at a higher level than before COVID-19.

Global responses to these realities and future scenarios have focused on how governments and communities can shore up family capacity to cope with the stress of confinement and anxiety over the future. For instance, the United Nations has called for governments to prioritize the continuity of child-centered services, including community-based child protection programmes, and to provide practical support to parents and caregivers. A statement prepared by End Violence on behalf of 21 global leaders called for governments and the international community to unite in protecting children from the risk of violence through a collective response including mental health and psychosocial support, social protection for the most vulnerable children, and care and protection for children in institutions. End Violence has created a portal that collates multiple resources to help children, parents and communities to stay safe online, and the Safe to Learn initiative has provided a set of recommendations on how governments, civil society organizations, teachers, parents and children can contribute to creating safer learning environments.

Physical violence

The national VAC report of 2018 shows that of Ugandans aged 18-24 years, six in ten females (59%) and seven in ten males (68%) reported experiencing physical violence during their childhoods. Four in ten girls (44%) and six in ten boys (59%) ages 13-17 experienced physical violence in the last year. For 18-24 year olds, parents or adult relatives were the most common perpetrators of physical violence during their childhoods. Meanwhile, children also often suffered violence by adults in the community, with two in five boys (41%) and one in three girls (31%) experiencing physical abuse by community members, most often from female and male teachers for girls and male teachers for boys. Moreover, one third of boys (39%) also suffered physical violence at the hands of a peer. For 13-17 year old Ugandans, adults in the community were the most common perpetrators of physical violence in the last year, with male teachers being by far the most frequent perpetrator of physical violence against both boys and girls. (VAC Report, 2018).

Addressing harmful social norms

Harmful social norms and traditional practices that promote VAC should be addressed, particularly in the health, education, and social welfare sectors. Some strategies proven effective in both Uganda and other contexts include focusing on community mobilization programs and bystander interventions. Moreover, the informal sector plays an important role in shaping social norms in Uganda. In particular, faith-based organizations and cultural institutions should be engaged to promote attitudinal and behavioral change, as these organizations hold tremendous sway in Ugandan society. Information and communication technologies (ICT), developing at a rapid speed in Uganda, can also play an important role in shaping cultural norms, as they allow children access to a wide range of educational, recreational, and cultural activities (WHO, 2020).

Twenty five percent (25%) of the households reported hitting/punching a child as a punishment in the past 12 months, 3% reporting withholding a meal while 19% reported abusing using abusive words towards a child on the wrong. Parents are using cruel methods of enforcing discipline among their children, these includes; punching, hitting or kicking children, withholding a meal or other basic needs and using abusive/inappropriate language towards children. The norms and values strategy is supported by 53–80% of countries in all regions. This strategy aims to strengthen norms and values that support non-violent, respectful and gender equitable relationships for all children and adolescents. Norms can condone violent punishment as a necessary part of child-rearing, or violence as an acceptable response to conflict in a community. Inequitable gender norms that condone wife beating and men's control over women's behaviour are associated with higher levels of intimate partner violence.

Risk factors for violence, such as early marriage, or harmful alcohol use, are influenced by norms. Norms also affect help-seeking for violence. Activities that promote positive norms and values and reduce the impact of harmful norms are an essential part of all the INSPIRE strategies and approaches. Knowledge and attitudes are not enough to change behavior if people do not know what else to do or if the risk of acting against social or gender norms feels too high.

There is very little implementation-focused evidence on the deep-rooted social norms around violent disciplining, therefore most programs address violent discipline of children from a belief, perception or attitude point of view – often an off target. The deep-rooted social norms and not just beliefs, knowledge and attitudes are central in understanding violent discipline practices. The understanding of social-cultural norms and how they entrench violent disciplining practices will be vital in informing the co-design of locally accepted innovative interventions that contribute to behavioral change practices around violent disciplining.

Therefore, upon this background, it is vital to innovatively conduct research that focuses on the drivers and social-cultural norms that promote violent discipline. This will generate evidence on the deep-rooted social norms and by way of co-design, where care-takers, behavioral influencers, districts teams, local leaders (religio-political) and communities will design for implementation a community driven innovation.

Supporting Literature on Social Norms

Social norms, the informal rules that govern behavior in groups and societies, have been extensively studied in the social sciences. Anthropologists have described how social norms function in different cultures, sociologists have focused on their social functions and how they motivate people to act and economists have explored how adherence to norms influences market behavior. More recently, also legal scholars have touted social norms as efficient alternatives to legal rules, as they may internalize negative externalities and provide signaling mechanisms at little or no cost.

Since norms are mainly seen as constraining behavior, some of the key differences between moral, social, and legal norms—as well as differences between norms and conventions—have been blurred. Much attention has instead been paid to the conditions under which norms will be obeyed. Because of that, the issue of *sanctions* has been paramount in the social science literature. Moreover, since social norms are seen as central to the production of social order or social coordination, research on norms has been focused on the *functions* they perform. Yet even if a norm may fulfill important social functions (such as welfare maximization or the elimination of externalities), it cannot be explained solely on the basis of the functions it performs. The simplistic functionalist perspective has been rejected on several accounts; in fact, even though a given norm can be conceived as a means to achieve some goal, this is usually not the reason why it emerged in the first place. Moreover, although a particular norm may persist (as opposed to emerge) because of some positive social function it fulfills, there are many others that are inefficient and even widely unpopular.

Social norms therefore represent a group's shared beliefs about what other people do, and their shared expectations about what they should and should not do. Social norms can help explain why a person performs or does not perform a behavior. In many instances, social norms are the accepted standards of behavior of social groups. Human beings need norms to guide and direct their behavior, to provide order and predictability in social relationships, and to make sense of and understand each other's actions. To this extent, there is always pressure on individuals and groups to conform to societal norms.

Problem Statement and Knowledge Gap

The National VAC report (2018) showed that among Ugandans ages 18-24 years, the prevalence of physical violence is high with six in ten females (59%) and seven in ten males (68%) reported experiencing physical violence during their childhoods. The report also indicated that four in ten girls (44%) and six in ten boys (59%) ages 13-17 experienced physical violence in the last year.

For the 18-24 year olds, parents or adult relatives were the most common perpetrators of physical violence during their childhood. Meanwhile, children also often suffered violence by adults in the community, with two in five boys (41%) and one in three girls (31%) experiencing physical abuse by community members, most often from female and male teachers for girls and male teachers for boys. One third of boys (39%) also suffered physical violence at the hands of a peer. For 13-17 year old Ugandans, adults in the community were the most common perpetrators of physical violence in the last year, with male teachers being by far the most frequent perpetrator of physical violence against both boys and girls. (VAC Report, 2018).

Goal

The main objective of this project is to explore and understand the social norms that influence violent disciplining behaviors among parents and caregivers and co-design social innovations that help transform these norms.

Objectives

- a) To identify the behavioral influencers for violent disciplining in Agweng and Ogur sub-counties
- b) To explore the social-cultural norms that promote violent disciplining practices
- c) To design social-innovations with the target populations that can transform the Socio-cultural norms that influence violent disciplining

Methodology

To address the specific objectives, the research project will use the qualitative participatory methods to conduct the exploration and co-design intervention. We will adapt the Passages social norms exploration (SNE) approach combined with Experienced Based Co-design (EBCD) which will be re-enforced by a multi-method qualitative inquiry method by way of Focus Group discussions (FGDs) and In-depth Interviews (IDIs). The main tools to be used in the study will be adopted from the Passages **Social Norms Exploration Toolkit**, which was developed and tested in several countries including Uganda. We shall follow its structured approach and tools as detailed below in the section.

About the Experienced Based Co-Design (EBCD)

The basic underlying principle of this approach is engaging patients in the co-designing solutions that address community problems and gaps. EBCD will involve gathering experiences from victims, perpetrators, influencers and staff/duty bearers through in-depth interviewing, observations and group discussions, identifying key 'touch points' (emotionally significant points) and assigning positive or negative feelings. In this approach, patients and staff work alongside each other to identify problems that can be practically overcome and to develop implementable solutions that benefit everyone. The result can be long-lasting change that genuinely makes a difference to patients' experience, along with many wider benefits that result from participating in a revealing, challenging and inspiring collaboration. We will adapt this approach at community level, with influencers

Sampling and selection criteria

We shall purposively sample and select the two sub-counties Lira district with high rates of violent disciplining based on the district child protection reports and the project baseline survey reports. We will conduct 14 - 20 FGDs (7-10 per subcounty), and these will be; 1 FGD each sub-population that is; Fathers, Mothers, Non-Biological care givers, Clan leaders, community elders, religious leaders, Local council chairpersons, and 1-3 FGDs with reference groups identified by the parents and care givers. We will also conduct 4 IDIs with community development officers, district probation officer, 2 sub-county police officers in each sub-county.

The primary beneficiaries of this research will be the children living in vulnerable households, however, parents, care givers and the social system stakeholders will benefit from the study since the research aims at designing interventions that promote child wellbeing, co-design implementable solutions that address the socio-cultural norms surrounding violent disciplining, and generally promote quality of life which benefits the entire community.

The study team will hold preparatory meetings with respective district authorities including CDO, DHO, sub-county chiefs and Local Council chairpersons and key influencers to introduce

the study and plan participatory data collection processes. This will help the research team establish clear working relationship with both district and the community level given the fact that this research will mainly be done at the community level.

Data Collection methods and SNE tools

The study will use/adapt the social norms exploration toolkit methods (my social network, influence mapping, vignettes, pocket chart, problem tree and 5-whys) in the data collection process. Data will be collected qualitatively (FGDs and IDIs) through interviews. The data collection process will be done by the TPO community level officers supported by one research assistant with direct technical support of one IIDC Technical officer who has expertise in facilitating the social-norms exploration and diagnosis approach. The team will clearly explain to the respondents the nature of the exploratory process before each step of the study. FGD and IDI guides will be developed to guide data collection interviews. As a standard practice, for each FGD or IDI, two people (1 interviewer and 1 note taker) will collect the data. All qualitative data will be audio-recorded. The different adapted standard tools of the SNE toolkit will be explained to respondents during the data collection process. Male and female respondents will be interviewed separately. This approach is also meant for high levels of consistency of information generated and to avoid wastage of time and other resources. Below is a brief elaboration of the data collection tools to be used during the focus group interviews.

My Social Networks tool

This tool will be used to collect information from each of the subpopulations, allowing us to profile the social reference groups. We will be able to understand who the key players and behavioral influencers of disciplining practices in Lira district. Behavior is affected so much by social interactions and thus we will be able to identify and classify social networks for the parents and caregivers in relation to child disciplining.

Influence Mapping Tool

This tool will be used to rank the key influencers per subpopulation and gain a deeper understanding of who to target if we are to address issues around violent disciplining. These key influencers will form part of the change agents that TPO Uganda will engage to help in shifting and/or transforming the socio norms around violent disciplining. The key community influencers will be identified by the parents and caregivers through the various interviews and focus group discussions.

Vignettes

We shall develop short stories about actual and potential incidences of violent disciplining and its risk factors in the context of our subpopulations. This method will allow participants to think about violent disciplining in the real world and think in community-centered ways that bring out underlying societal norms. We will ensure that the stories are culturally appropriate and acceptable for the community and subpopulations, by pre-testing them on non-participants in the same community.

Pocket Chart

The pocket chart tool will help us to classify by strength, each of the social norms that will be identified and will be vital for the intervention re-design process. Participants will be asked to vote on cards or tallies with known norms and normative statements related to violent disciplining, to ascertain the strength and how distributed particular norms are across the different sub-populations. Frequency of mention across sub-populations and accompanying sanctions will help the research team to determine whether the social norm indeed has a strong effect on entrenching violent disciplining, and will be a basis for determining intensity of interventions.

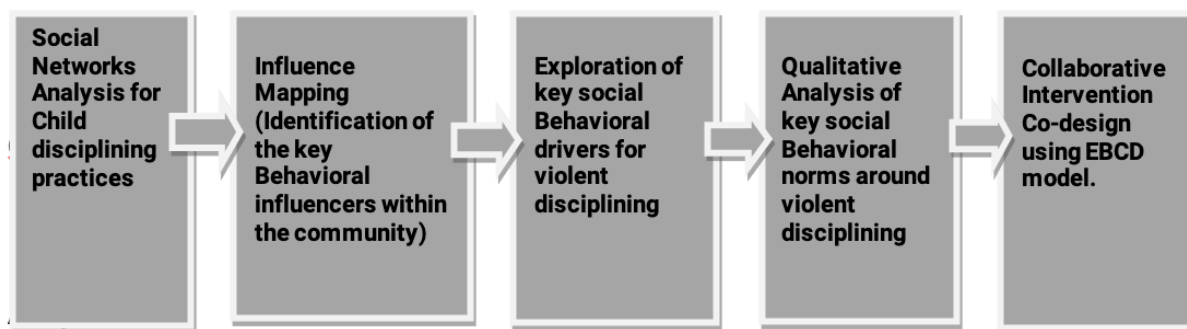
Problem Tree analysis tool

The problem tree will also be used to understand the deep-rooted causal factors around the socio-cultural norms. The problem tree will also help the research team and implementation team to understand all normative factors from the perspective of the target population (Parents and care givers).

The 5 Whys

Like the problem tree, this tool will enable the root causes of the negative socio- norms identified, however, it will dig deeper into the underlying drivers that influence the entrenchment of the negative socio-cultural norms more than the problem tree. The tool will rotate around answering the “why question” for each identified driver among the patients, providers, influencers and community members.

Figure 1. The Social Norms Exploration Process



Once all data is collected, the research assistants will clean and transcribe data. All transcripts will be entered into Nvivo 12 and analyzed thus focusing on merging themes. Analysis of the data will be per objective, influence and/or reference group and categorized by theme under each sub-group.

All qualitative responses will be quantified so that the information conveyed is not only words but is also visually presented using Power BI and MS Excel to ease interpretation. It will be coded and memos written. Interpretation will be done as a mode of further analysis and manifest content analysis applied. As need be, the research team will determine on whether to use manual content analysis to identify social cultural norms. Thus we will be flexible in the analysis approach since it will be collaborative, rapid and utilization focused among sub-populations that may not have awareness of electronic analysis. We will as much as possible analyze the results with the implementation team and respondents as key stakeholders.

We will conduct an insights workshop/meeting to further deepen the analysis, get consensus and use the final analysis to co-design community driven and behavioral change centered interventions that address social norms around violent disciplining.

The analysts will use qualitative reasoning and simulation to draw comparative conclusions to the findings for immediate use. Data analysis tasks will therefore include transcription, coding, analysis, co-designing, report writing, publication and dissemination.

Dissemination

Research findings emanating from the exploratory process will be disseminated in seminars, conferences, as implementation brief and in a manuscript. The implementation briefs and publications will be vital in guiding relevant good practices and/or policies for violent disciplining related research.

We will target to share this on relevant MGLSD list serves and technical working groups to foster learning and knowledge exchange. The general public will be informed about the social norms surrounding violent disciplining through meetings at the community level. Stakeholders meeting will also be organized during the project period so that all stakeholders are part of the research. All data generated in the project will be available through open access. The study also has potential to change VAC prevention and response practice, to be rooted in understanding social-cultural norms. Researchers will be encouraged to design studies that dig deeper to understand social constructs around development issues.

Confidentiality Assurance

Since this research project will involve interactions, engagements, with the rural population for information sharing and data collection, permission will be sought from local authorities to carry out the study, and individual participation will be voluntary, without any coercion. Participants will be free to withdraw from the study at any time without any penalty. Any information obtained will only be used for purposes of this research and policy change utmost confidentiality will be observed. The personal information of the respondents will not be included in any report or publication. The research study will also seek obtain approval from Makerere University College of Health Sciences ethics committee and Uganda National Council for Science and Technology (UNCST). Precautions and standard operating procedures will be in place to assist in attending to all anticipated risks to participants.

The research team will be recruited and trained on the SNE methodology and data collection instruments through a hands-on exercise, research ethics and analysis. Since some of the tools are participatory and require analytical skills, the researchers will train the researchers to ensure proper understanding of the tools.

Conflict of interest and intended use of results

The research declares no other conflicts.

Table 2: Workplan

PROPOSED WORKPLAN FOR SOCIAL NORMS EXPLORATION AROUND VIOLENT DISCIPLINING PRACTICES

	Activity	Milestone	
1	Initial consultative meetings with district stakeholders	Consensus on how to implement research, buy-in and level of involvement	
2	Development of tools and pretesting tools	Tools developed and pretested	
3	Application for IRB Approval	IRB Approval granted	
4	Training of Researchers and Data collection	RAs trained and Data collected from the 2 sub-counties	
5	Data Analysis and intervention re-design	Data analyzed and synthesized	
6	Report writing and Dissemination	Final report compiled and disseminated	
7	Publication	Research Published	

Team members

Name	Sex	Designation	Qualification	Role

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18 Example data collection tool

Tool 1: My social networks

My social network		Location: Target population: School children & teachers		Date: Target behaviour/practice: Harsh disciplining	
Interviewer:					
Teachers' questions	Q1. Who do you talk to on matters of disciplining children in your school? The person may be out of school.	Q2: Who do you listen to when you are to decide on how to punish a child?	Q3: Of these, whose opinion matters to you most on how to punish an indisciplined child?	Q4: Why would his opinion matter to you?	
Pupils' questions	Q1: Who does you talk to for guidance and discipline matters in your school?	Q2: Who do you think your teacher would listen to for guidance on how to punish children?	Q3: Of these, whose opinion would make a teacher not to undertake corporal punishment?	Q4: Why would his opinion matter to the teacher?	

Tool 2: Influence mapping

Influence mapping		Location:			Date:		
Target Behaviour/practice:				Sub-population			
Question:							
Influencers							
Total							

Comments/reflections:

Tool 3: Pocket chart voting - social norms

District: Sub-county: Village:

Sub-Population: Interviewer:

Date: Signature:

Behaviour/ practice 1	Social norm	Everybody does it / thinks it's ok	Many people do it / think it's ok	Few people do it / think it's ok

Comments/reflections:

Tool 4: Attitudes and beliefs mapping

District: Sub-county: Village:

Sub-Population: Interviewer:

Date: Signature:

Behaviour/ practice 1	Harmful attitude or protective/ positive attitude	Everybody's attitude is thus	Many people's attitudes are thus	Few people's attitudes are thus
Attitude/ belief 1				
Attitude/ belief 2				
Attitude/ belief 3				
Attitude/ belief 4				
Attitude/ belief 5				
Attitude/ belief 6				
Attitude/ belief 7				
Attitude/ belief 8				

Comments/reflections:

Tool 5: Practices mapping

District: Sub-county: Village:

Sub-Population: Interviewer:

Date: Signature:

Behaviour/ practice 1	Practices (positive and negative)	Everybody practices it	Many people practice it	Few people practice it
Practice 1				
Practice 2				
Practice 3				
Practice 4				
Practice 5				

Comments/reflections:

FDG and In-depth Interview guide: (Target population and reference groups)

Exploring social norms around violent disciplining in XXX sub-county

Consent: In adherence to research ethics (The consent form should be detailed enough)

We are working with the district local government, and we wish to ask you some questions around child disciplining in a school context. The information will be used for learning purposes, and will not be shared with external people.

If you agree to voluntarily participate in this interview, kindly sign below:

Signature:

Date:

1. a) What issues do teachers find/face with children/pupils in this school? *(Open exploration)*
(Probe and capture all issues. In-case they don't mention Violent disciplining, probe around it)

b) What are the underlying causes to the issues above?
(Focus more on discipline related issues)
2. How do pupils interact with teachers in this school?
(Probe: How do they relate? Communication? Counsel? Why?)
3. What does disciplining/discipline mean to you as a teacher?
4. What are the forms of discipline employed by teachers in correcting indiscipline cases in this school?
(Probe for each form of discipline: Why do they discipline that way? – 5 Whys)
5. What role do the parents play in informing how you discipline pupils in school?
(Probe: If the school engages parents in children discipline)
6. Why do some teachers beat children as a way of disciplining them?
7. How are issues of discipline addressed in this school
(Probe: is there a disciplinary committee? For each, why do they use that approach?)
8. As a teacher, who is a good/bad?
(Probe: How do you motivate and maintain good behaviour what strategies would you use?)

19 Research Associate terms of reference (ToR) for SNMP

Terms of reference for Social Norms Research Associates

Person specifications and scope of work	Expected outputs
<ul style="list-style-type: none"> • A minimum of a Bachelors degree in Arts or Social Sciences • Knowledge of social norms concepts (theory) • Experience in qualitative data collection and analysis • Understands the local language and can translate to and from English • Excellent documentation and writing skills • Experience in conducting in-depth qualitative interviews • Highly analytical <p>Responsibilities:</p> <ul style="list-style-type: none"> • Attend the orientation training and situation analysis development activity and the pre-test activities • Collect primary data from respondents following research ethical principles • Ensure that all tools i.e. my social network, influence mapping, vignettes, problem tree among others are accurately filled and placed on file. • Transcribe data from local language to English accurately • Document notes for each interview (FGD or IDI) conducted • Participate in joint data analysis and structuring process • Contribute to the field level activity report to be submitted to the supervisor • Take care of all data and records in your disposal with care • Ensure that your conduct safeguards children and other stakeholders you interact with • Any other relevant duty assigned by the supervisor 	<ul style="list-style-type: none"> • Accurate reference network tools, influence mapping tools, problem tree and 5-whys • Completed transcripts • Session notes from all FGDs • Prepare activity report