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Measuring Social and Behavioural Drivers of Child Protection Issues

Guidance Tool

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Abbreviations

C4D	Communication for Development
CO	Country Office
DNA	Data and Analytics Section
FGD	Focus-Group Discussion
FGM/C	Female Genital Mutilation and Cutting
HQ	UNICEF (New York) Headquarters
KII	Key Informant Interview
MENA	Middle East and North Africa
MENARO	Middle East and North Africa Regional Office
M&E	Monitoring and Evaluation
SNAP	Social Norms Analysis Plot
UNICEF	United Nations Children's Fund

Measuring Social and Behavioural Drivers of Child Protection Issues

Introduction

In May 2017, the UNICEF MENA regional office (MENARO), conducted a survey with fourteen (14) Country Offices (COs) operating on violence against children, harmful traditional practices (such as child marriage and female genital mutilation and cutting) as well as child protection in emergency contexts. The survey asked participants to identify key interventions they deemed to be the most important to achieve substantive and sustainable results in these sectors. Participants, including child protection experts and Communication for Development (C4D) staff, ranked **social norms and values** as the most critical priority to be addressed. Further to this, country offices reported needing the following support from UNICEF MENARO:

- Social norms programmatic guidance tools, along with,
- Monitoring and evaluation (M&E) tools to measure social change and provide rigorous evidence of programmes' impact.

For definitions and clarifications about social and behavioural drivers, please consult 'Everybody Wants To Belong – A Practical Guide for Social Norms Programming' developed by UNICEF MENARO.

In recent years, humanitarian and development practitioners have identified the need to influence and shift social norms as one of the key pillars to the realisation of women and children's rights, including in the Middle East and North Africa (MENA) region. Social norms in particular are key determinants – although not the only influences - in most child protection related issues. Hence, a better understanding of behaviours and their drivers would allow humanitarian and development actors to design and implement stronger and more impactful programmes.

Why Social and Behavioural Drivers?

Why a Monitoring Toolkit?

Yet, because of their theoretical complexity and the difficulty of measuring them, social and behavioural drivers often tend to be understudied and underinvested in, with interventions focusing mostly on addressing cognitive factors – such as knowledge and awareness, at the individual level.

Social factors – and less so individual ones - remain a rather exploratory area when it comes to quantitative measurement of behaviours. Following UNICEF Headquarters (HQ) Data and Analytics Section's (DNA) recommendations, UNICEF MENARO C4D team developed a topic-agnostic conceptual framework for behaviour change (see Tools 1 and 2) as the foundation of this work. Through the mapping of the main factors (e.g. attitude, self-efficacy, social influence, etc.) and dimensions (e.g. knowledge, beliefs, aspirations, etc.) driving behaviours, the conceptual framework aims at unpacking the process of experimenting a new practice. It intends to **capture all elements influencing behaviours, including – although not exclusively, social ones**. In this regard, the conceptual framework is centred on a particular behaviour, and not on social change. The individual is the agent of change while external factors such as the community, the media, legislation or socio-economic elements act as influencers of individual 'choices'.

Based on this conceptual framework and as per the support needs identified by UNICEF MENARO, different monitoring tools were subsequently developed. Focusing on three (3) topics, namely: female genital mutilation and cutting (FGM/C), child marriage and child discipline. These monitoring tools aim at measuring social and behavioural drivers and assisting COs in collecting evidence of their programmes' impact. The monitoring toolkit comprises of:

- Lists of indicators for a number of pre-selected social and behavioural change drivers. Indicators were prioritised from the full framework in consultation with HQ, selected COs (according to the prevalence of these issues in their context) and regional office sections. In total, three (3) lists of indicators were developed, one for each topic (see Tool 3, 4 and 5).
- Generic (i.e. not-context specific) quantitative surveys based on the finalised lists of indicators. Questionnaires on child marriage and child discipline were pre-tested in Jordan in terms of flow, skip-patterns, duration and general understanding and translation (see Box 1 below); some findings were also applied to the FGM/C questionnaire, which was not pre-tested. Each question was also mapped out against its corresponding indicator(s)¹, as well as against the conceptual driver it is designed to inform, creating a 'questions bank' for future reference. In total, three (3) questionnaires were developed, one for each topic (see Tool 6, 7 and 8).

1 Non-pre-tested questions have also been drafted and mapped out against non-finalised indicators.

The conception of these monitoring tools relied heavily on literature around social norms measurement. Following the footsteps of the Social Norms Analysis Plot (SNAP) from CARE (CARE, 2017), these tools aim to comprehend what are the main drivers, or influence, behind a specific behaviour, and whether norms are weakening or changing.

The tools intend to provide a quantitative answer to the following research questions and sub-questions:

- How much do each of the key drivers, previously identified as relevant during formative research, influence said behaviour? This question applies to individual, social and environmental drivers alike.
- Which social drivers help explain why people are practicing said behaviour?
 - Who influences people to engage in said behaviour?
 - What do people think they should do?
 - What do people think others do?
 - What do people think others expect them to do?
 - What are the attitudes of influential others?
 - What are the social consequences for not practicing said behaviour?

The monitoring tools, and specifically the surveys, are designed to be practical tools that can be easily implemented at a micro-level by COs or their partners at baseline, mid-term evaluation and endline. At baseline, surveys enable i) to assess the strengths and weaknesses of social norms and magnitude of other drivers of a specific behaviour and, ii) to consequently identify potential opportunities for intervention. At mid-term or endline, surveys allow COs to provide evidence of their interventions' impact on social and behavioural change, including on intermediate 'milestones', which can change in a much shorter time than norms and behaviours themselves.

Box 1

Pre-Testing of the Surveys

Pre-Testing Methodology:

IPSOS Jordan was contracted by UNICEF in 2017 to assist in the pre-testing of the surveys. IPSOS' global questionnaire design experts and behavioural sciences experts along with the Jordan team provided feedback on the three surveys. Most of the feedback pertained to wording of questions, reformulation of answer options and skip patterns. Surveys were then translated to classical Arabic and French by an independent contractor.

Following this, the IPSOS Jordan team pre-tested two of the surveys, namely the child marriage and child discipline questionnaires. This exercise was conducted in December 2017/January 2018 in East and West Amman, Zarqa, Karak, Aqaba, Mafraq and Irbid as well as with Syrian refugees living in and out of camps. The pre-testing of the surveys aimed at i) gauging how well respondents received and understood the questions, ii) identifying difficulties in the administration of the questionnaire and at iii) determining areas for improvement.

- » **RESPONDENTS' SELECTION:** adult child-caregivers were interviewed as part of the pre-testing. These were either a guardian, a parent or an individual responsible for the well-being of at least one child and making decisions about the child's life.
- » **SAMPLE SIZE:** 70 caregivers were interviewed for each survey (140 in total) to allow for a diversified pool of respondents (i.e. from different gender and socio-economic background). Following a convenient sampling approach, IPSOS targeted high-density districts within the urban-rural division of each governorate and primary sampling unit (PSUs) were set within each selected district (see annex 2). The field team followed a dwelling/household skipping methodology to ensure randomness of households' selection.
- » **METHODOLOGY:** surveys were scripted (i.e. coded) onto IPSOS' iField platform and administered using tablets. Scripted files are available to UNICEF offices, although the iField platform is IPSOS proprietary, and may only be used by other IPSOS offices. A number of questions and vignettes in each survey were randomised. As such, IPSOS team pre-tested two (2) versions of each questionnaire. This randomisation aimed at determining whether and how questions' order influenced respondents' answers.
- » **TRAINING:** a team of experienced enumerators and supervisors were selected and trained by IPSOS over a two-day training (see annex 3). During the first day, enumerators went over the paper-based surveys to understand the questions, how to reformulate them in Jordanian Arabic and explain skip patterns, while the second day focused on practical exercises on tablets.
- » **QUALITY CONTROL:** interviews' quality was reviewed by IPSOS team following each data collection day. This consisted of listening to audio records of interviews and checking administration time to verify that interviews did take place and that questions were correctly asked. In addition, GPS coordinates were used to verify that interviews happened at the right locations, on top of qualitative feedback by teams' supervisors.

Getting Started

Understanding Key Concepts of Social and Behavioural Drivers

For definitions and clarifications about social and behavioural drivers, please consult 'Everybody Wants To Belong – A Practical Guide for Social Norms Programming' developed by UNICEF MENARO.

Prior to launching any data collection on social and behavioural drivers, it is essential that those involved in the research clearly understand key concepts regarding social and behavioural change, and social norms in particular. In this regard, it is crucial that the programme people overseeing the research, as well as analysts, statisticians and – potentially- enumerators, are trained on these concepts.

Formative Research

For concrete guidance please consult 'Formative research – Understanding the issue' and 'Formative research – network mapping and analysis' in 'Everybody Wants To Belong – A Practical Guide for Social Norms Programming' developed by UNICEF MENARO.

The formative research stage is a critical step that should not be overlooked by COs while planning for baseline data collection. It is at this stage that the UNICEF team can gain invaluable insights allowing to identify the main drivers of behaviours, including social norms. Information collected during the formative research stage is therefore critical as it will enable UNICEF teams to tailor quantitative surveys to their specific context.

Practically, data from formative research will contribute to:

- Determining what are the main drivers of said behaviour. A single survey cannot measure all factors contributing to a harmful behaviour, due to duration and technical complexity issues. As such, the formative research helps cutting down and focusing on key drivers.
- Identifying the reference groups/networks that act as influential change agents in the assessed population. Reference to this network will later be made during the survey interviews.
- Adapting the survey to a specific context. This includes tailoring answer options for some questions (e.g. on sanctions and rewards) as well as determining local terms related to said behaviour. For instance, the practice of FGM/C may be named differently from one community to another. Local terms should be used when adapting the survey so that respondents fully comprehend questions and provide reliable data.

-
- Easing analysis by providing preliminary understanding of people's perceptions and cultural, political, moral, social or legal factors influencing the perpetuation of harmful behaviours and those hindering the adoption of more positive ones. Data from formative research may also provide guidance on coding for future analysis.

Data yielded from formative research is mostly qualitative. Data collection tools could include literature review, focus-group discussions (FGDs), key informant interviews (KIIs) with field staff, leaders and any relevant stakeholders as well as a number of participatory methods such as community mapping and participatory problem analysis. People with different socio-economic status, those from minority and marginalised groups, those living in different geographical area (e.g. urban, rural, semi-urban, etc.), as well as men, women and whenever relevant, boys and girls and adolescents should be interviewed as part of the formative research. People who exhibit positive deviance (i.e. people who do not follow collective expectations with a certain success) may also be interviewed to better comprehend their decision-making process and the consequences they face.

Several non-probability sampling methods may be used individually or in conjunction with one another during the formative research stage:

- **Convenience sampling:**
May be used to select participants willing to attend interviews and available during the research period. This should be combined with,
- **Quota sampling:**
May be used to disaggregate the population per age, gender, location or socio-economic strata in order to ensure inclusion of a variety of respondent profiles (in particular marginalised groups, such as people with disabilities or their caregivers), and,
- **Snowballing sampling:**
May be used to recruit participants from their acquaintances, especially those identified as (positive) 'deviants' by their community.

Box 2

Methodology Example for Formative Research

The UNICEF team in country A wants to collect information on the drivers of child marriage, with a focus on social norms. As its next programme on child marriage will target in priority region B, the team decides to collect data there. The team is only interested in adult caregivers or parents' views on child marriage. Region B is composed of ten (10) rural villages and one (1) major city.

OPTION 1:

- » Conduct two (2) FGDs in the city, one with adult female and one with male caregivers/parents.
- » Select five (5) rural villages randomly and conduct two FGDs in each (one with adult female and one with male caregivers/parents).

OPTION 2:

- » Conduct one (1) FGD with a mix of adult male and female caregivers/parents in the city. This may be context-specific as in some countries, gender-mixed FGDs may be inappropriate and/or not yield pertinent results.
- » Conduct one (1) FGD in each rural village alternating the gender of the participants (e.g. FGD conducted with adult female caregivers/parents in Village 1 and with adult male caregivers/parents in Village 2).

FOR BOTH OPTIONS,

- » Participants may be selected based on their willingness to attend and availability on the day of the FGD.
- » Positive 'deviant' cases may be approached and interviewed following FGDs.

There is no rule on the number of FGDs or qualitative interviews to be conducted during qualitative research. Data collection may continue until no new information emerges in the data.

Budgeting Data Collection

FORMATIVE RESEARCH

Formative research is a key step in measuring social and behavioural drivers of child protection issues, as it provides COs with the understating needed to develop the questionnaires. At the formative stage, the research uses open-ended discussions and community facilitation techniques to determine and understand which drivers related to said behaviour are at play. Following this, the team can set the relevant M&E components which will need to be informed through quantitative surveys.

For more on the articulation between these two phases please consult 'Conducting a baseline survey' in 'Everybody Wants To Belong – A Practical Guide for Social Norms Programming' developed by UNICEF MENARO.

The table below presents the main costs to include when budgeting for data collection during the formative research stage; it will help you get an accurate idea of the financial effort required.

Description	Unit	Quantity	Unit Cost	Total Cost
Technical Assistance/Personnel				
Research Coordinator	Person-day			
Analyst	Person-day			
Data entry	Person-day			
Translator fees (whenever relevant)	Person-day			
FGD facilitators' fees ²	Person-day	# of facilitators and days as per sample		
Team supervisors' fees	Person-day	# of supervisors and days as per sample and # of teams		
Travel Related Costs				
Team transport to and from field	Lumpsum	As per # of days		
Accommodation for field team (whenever relevant)	Lumpsum per day	As per # of facilitators and supervisors and days		
Per diem for field team (whenever relevant)	Lumpsum per day	As per # of facilitators and supervisors and days		
Phone credit for team supervisors	Lumpsum	As per # of supervisors		

2

Or research/data collection partner's fees.

Training Costs

Venue for training	Lumpsum	As per # of training days
Food and Beverage	Lumpsum	As per # of training days and # of facilitators / supervisors
Stationeries	Lumpsum	As per # of training days and # of facilitators / supervisors

Activities Costs

Venues for FGDs	Lumpsum	As per # of FGDs/ days
Food and Beverage for FGD participants	Lumpsum per FGD	As per # of FGDs
FGD participants travel	Lumpsum per person	As per # of FGDs (approx. 6-12 participants per FGD)
Printing of questionnaires, note-pads, pens etc.	Lumpsum	

The table below presents the main costs to include when budgeting for data collection during baseline, mid-term or endline surveys.

BASELINE/MID-TERM/ENDLINE

Description	Unit	Quantity	Unit Cost	Total Cost
Technical Assistance/Personnel				
Research Coordinator	Person-day			
Statistician / Analyst	Person-day			
M&E Staff	Person-day			
Data entry assistant	Person-day			
Translator fees (whenever relevant)	Person-day			
Enumerators' fees ³	Person-day	# of enumerators and days as per sample		
Team supervisors' fees	Person-day	# of supervisors and days as per sample and # of teams		

Travel Related Costs

Team transport to and from field	Lumpsum	As per # of days
Accommodation for field team (whenever relevant)	Lumpsum per day	As per # of enumerators and supervisors and days
Per diem for field team (whenever relevant)	Lumpsum per day	As per # of enumerators and supervisors and days
Phone credit for team supervisors	Lumpsum	As per # of supervisors

Training Costs

Venue for training	Lumpsum	As per # of training days
Food and Beverage	Lumpsum	As per # of training days and # of enumerators / supervisors
Stationeries	Lumpsum	As per # of training days and # of enumerators / supervisors

IT and Other Costs

If mobile data collection: Tablets or smart-phones	Piece	As per need (1 / enumerator)
If paper-based data collection: Printing of questionnaires, notepads, pens	Lumpsum	

Activities Costs

Venues for FGDs	Lumpsum	As per # of FGDs/ days
Food and Beverage for FGD participants	Lumpsum per FGD	As per # of FGDs
FGD participants travel	Lumpsum per person	As per # of FGDs (approx. 6-12 participants per FGD)
Printing of questionnaires, notepads, pens etc.	Lumpsum	

Resources Needed and Other Requirements

Prior to the start of data collection, the following must be coordinated:

Formative Research:

- Preparation of short Terms of Reference / inception report, including tentative timeline with all activities (training, translation and back-translation, data collection, analysis, etc.), analysis protocols and responsibilities.
- Selection and training of facilitators and supervisors (including back-up facilitators). It is strongly recommended to hire a mix of female and male enumerators. Considering the context and sensitivity of some topics and questions, female respondents should, as much as possible, be interviewed by female facilitators. Facilitators with experience in collecting qualitative data should be recruited for formative research. An additional 1-2 days may be necessary for practical training of facilitators on formative research questionnaires.
- Training of facilitators on child protection and referral pathways.
- Approval letter(s) for field work and/or coordination with community leaders.

Baseline/Mid-term/Endline:

- Preparation of short Terms of Reference / inception report, including tentative timeline with all activities (training, testing of tools, translation and back-translation, scripting/coding if mobile data collection, data collection, analysis, etc.), analysis protocols and responsibilities.
- Selection and training of enumerators and supervisors (including back-up enumerators). It is strongly recommended to hire a mix of female and male enumerators. Considering the context and sensitivity of some topics and questions, female respondents should, as much as possible, be interviewed by female enumerators.
- For vignette testing, facilitators with experience in collecting qualitative data should be recruited and may need an additional 1-2 day practical training on the vignette facilitation.
- Training of enumerators on child protection and referral pathways.
- Approval letter(s) for field work and/or coordination with community leaders.

Adapting Your Survey

Choosing Indicators

The standard surveys available (see Tool 6, 7 and 8) have been designed based on a list of pre-selected indicators measuring drivers which are key across most contexts in MENA. Yet, COs will need to tailor surveys to their specific context (and most likely, local context more than just national) by adding, removing or changing indicators and questions.

For instance, some COs working on FGM/C may be interested in measuring 'community dynamics' and to understand whether or not the target population believes in their community's capacity and ability to collectively solve the issue of FGM/C. Since this is not included in the standard questionnaire, COs could decide the following:

- Measure the indicator: % of respondents who think that members in their community are able to / have the capacity/skills to tackle the issue of FGM/C as a group
- Through the following question and answer option: I am ___ that, as a group, my community has the skills, knowledge and capacity to tackle the issue of FGM/C even when difficulties arise. Very confident/ Somewhat confident/ Not that confident/ Not at all confident/ Unsure-don't know/ Refuse to answer

Moreover, the length of the standard questionnaires will need to be reduced during this tailoring process. As they are presented in this document and according to pre-test, the duration of the questionnaires is as follows:

- Child marriage: 1h05 min.
- Child discipline: 1h15 min.
- FGM/C: not pre-tested but estimated to be between 1h and 1h30 min.

Reducing the length of the questionnaire is crucial in order to avoid survey fatigue and thus decrease risks of inaccurate data. In this regard, it is recommended that questionnaires do not last more than forty-five (45) minutes, including demographic questions.

Please refer to the questions banks (Tools 3, 4 and 5) to support the survey adaptation process.

Constructing the Survey

The surveys proposed in this toolkit have been designed with the help of literature on measurement of social norms and were most notably based on the works from Drexel University and the UNICEF/UNFPA Joint Programme on FGM/C, CARE's vignette approach, and global surveys such as MICS and DHS (see references). One of the main goal of the surveys is to allow for the collection of nuanced and detailed data leveraging easy to understand and to use methods. In this regard, the surveys use a combination of methodologies:

- Dichotomous questions (e.g. Yes/No),
- Assessment of statements,
- Open-ended questions with pre-coded answers for interviewer write-in,
- Vignettes,
- Scales (Likert scale, numerical rating scale, semantic differential scale).

The alignment of indicators and questions to supra-national initiatives is meant to allow for global and/or regional aggregates, comparison between countries and compliance with institutional reporting requirements. In this regard, a few questions, notably those on behaviour prevalence and on decision-making are derived from global surveys (see Annex 1). It is recommended to seek advice from the relevant sectoral team should research coordinators wish to change the wording of these questions.

The remaining of the questions may, however, need to be amended and tailored as per context⁴. These include the following sections:

- Administrative section: Geographical units should be amended as per context (e.g. the 'governorate level' in a country may be called differently in another one). COs should also include lists of answer options for these geographical units to avoid spelling issues for instance.
- Introduction and Consent: The introduction paragraph should be amended, for example, with the name of the partner organisation collecting the data along with the estimated duration of the survey.
- Demographic questions (household and respondent's profiles): This section will need to be significantly amended and tailored to the country's context, as some questions may not be relevant or appropriate to ask (e.g. questions on household's legal status – IDP, host community, refugee, on ethnic backgrounds and religion, etc.). In addition, age brackets⁵ in the household composition question as well as answer options regarding custody of children may be amended as per context. Finally, country teams may also want to develop a simple definition for household relevant to their context.

⁴ Words in red in the surveys should be amended and tailored to context.

⁵ For child discipline, age brackets should remain the same (i.e. under 5, 5 to 13 and 14 to 17) in order to match global standards.

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- Vignette: Through the use of a fictional but relatable story, a vignette can provide reliable data on social expectations while reducing socially desirable response biases. It is therefore essential to tailor vignettes to the context. The vignettes provided in the standard surveys have been based on the SNAP tool created by CARE (CARE, 2017). Amendments may relate to the characters themselves (name, ethnicity, religion, age, household composition, etc.) as well as local practices (e.g. dowry versus bride price) and exceptions (e.g. who should disagree with said harmful behaviour- mother/father/girl/boy/etc.). When designing the questionnaire, great care should be taken regarding the flow of the questions and their relation to the vignette. Vignettes should be tested ideally through several FGDs with the intended audience and along with the rest of the survey questions. Pre-testing, pending time and resources, could also integrate different vignette positioning, either right at the beginning or throughout the survey to identify which has a better chance to yield more impartial data.
 - Reference group: Questions related to respondents' reference group may be amended following formative research. Enumerators should use formative research data to probe on whose opinion the respondent care about and who she/he asks for advice or talk to about said behaviour.
 - Sanctions/rewards, values/beliefs: Questions or statements related to beliefs and values as well as sanctions and rewards should be amended as per formative research data.
 - Other adaptations: Questions with specific technical terms should be updated with local terms (e.g. 'alternative discipline'). Some questions may also be deleted as per context.

Further notes following pre-testing in Jordan:

- Definition of community leaders: Some Jordanian respondents had difficulties understanding what was meant by community leaders. If no better option is available, community could be explained as 'the network of people with who the respondent interacts'.
- Confusion over political leaders: Some Jordanian respondents failed to link the term to leaders other than the Jordanian royal family. Respondents should be explained that the question pertains to any political leader, not necessarily one that they voted for or royal figures. However, if such question may prove to be controversial, COs may decide to remove it from their survey.
- Context on the vignette: Some respondents asked for more context over the stories in the vignette (e.g. why did the boy steal sweets, or who is the suitor for the girl in the child marriage vignette). While vignettes have been amended (e.g. for child discipline) to provide a bit more context, it is recommended to keep the story 'broad' so that any respondent can

relate to it.

- Sensitivity over the use of 'partner': Some questions use the word 'partner' which may be sensitive and seen as disrespectful in some contexts, in which relationships different from a formal marriage can be shameful. COs are expected to amend wording as per their context and may prefer to use 'wife/husband/spouse' instead.
- Refugees and meaning of community: Pre-test showed that, in the case of Syrian refugees in Jordan, values and opinions on certain topics may vary from one community to another. For instance, Syrian refugees interact with two communities, their Syrian peers and with the Jordanian community. However, these two communities may have different views on topics such as child marriage or child discipline. In this case, it is important to include questions that aim to understand nuances across contexts.
- Tensions caused by surveys: In a few cases, some questions caused tensions amongst household members (see Annex 4). It is essential that enumerators 1) are trained on how to handle and defuse any tension arising from the surveys and 2) are trained on referral pathways. The latter may include communicating, in a confidential manner, health and social centres numbers or addresses to respondents or household members who report protection issues.

Training Enumerators and Pre-Testing Surveys

See also Annex 3.

Research coordinators should make sure that enumerators are properly trained on survey questions, props (e.g. communication materials), skip patterns as well as ethical considerations. It is essential to explain to enumerators – even experienced ones - how to ask sensitive questions and how to avoid creating bias when asking questions (see Annex 5). The latter may be subtle and include the choice of words used as well as body language (e.g. nodding at a respondent's answer). Some topics such as child discipline may be more prone to enumerators' bias, especially if enumerators, themselves, are parents or caregivers.

While standardised surveys have been pre-tested, it is nevertheless necessary to pre-test surveys considering that COs will 1) adapt questionnaires to their respective context, 2) change the flow by deleting questions to reduce their duration and 3) translate surveys into the local language(s). Pre-testing will allow to review:

- Vignette story and vignette positioning,
- Flow of the questions,
- Translation and understanding of the questions and key terms,
- Skip patterns,
- Duration of the survey,
- Cultural appropriateness and acceptance.

Limitations

These monitoring tools are designed to be used across the MENA region and as such are 'standardised' and will need to be tailored as per the COs' specific context (see 'Adapting the Survey' section).

Social desirability bias is another limitation relevant to surveys, especially those measuring social norms. Experts have identified the use of vignettes as an appropriate tool to counter-balance this risk as it allows respondents to easily understand the questions while creating distance for respondents to answer (Bicchieri, 2016).

These surveys have neither been designed to conduct national-level and KAP-like studies (in particular cross-sectoral) nor to evaluate and report on the implementation of global child protection programmes. Their purpose is clearly to support local child-protection work, by providing quantitative data on social and behavioural drivers and the extent to which interventions are able to shift the needle on these drivers. In other words, monitor and report on concrete quantifiable change (not activities implementation) in limited intervention areas.

As behaviours are extremely complex study objects, each survey needs to focus on a single practice to allow for the depth of analysis required (which comes down to the maximum number of questions versus the multiple drivers to look at).

At the same time, changes in behaviours and their drivers cannot easily be attributed to programme interventions given the number of other changes (environmental, societal) that can impact peoples' attitudes and choices. This, combined to the fact that sampling is often not sufficient to provide measurement of statistically significant differences in large areas over a short period of time, also calls for conducting surveys within few limited geographic areas. This will improve the representativeness of the sample and results.

The tools are therefore a good fit to take regular pulses of the progress in a handful of small areas in a country, where the samples representativeness can be high and the surveys really assess which drivers are already changing (even if behaviours and norms are still in place), whereas the rest of programme monitoring can rely on national process monitoring and larger prevalence and KAP surveys.

Sampling

A sampling expert needs to be consulted to draw a sample of respondents commensurate with the purposes of the study. As stated above, these tools are mainly designed to be applied at the micro-level (e.g. assessing progress in pilot areas). Prior to choosing a sampling method, the CO team should ensure the following:

- » Ask for the support of a statistician. This is crucial to avoid any bias issues in the sample.
- » Whenever possible, obtain census or population list data.
- » Identify respondents' profiles and what disaggregation may be relevant to the context (e.g. gender, geographical areas, socio-economic status, etc.).

The use of control groups allows to show and attribute changes to UNICEF's intervention(s). However, this approach depends on several factors, including time, cost and context. Interviewing a control group will double the sample size, thus requiring additional human, time and financial resources. It may also depend on context, as in some areas, there may be a multitude of other humanitarian and development actors implementing similar interventions or working on the same topics, creating challenges in finding a control group. Furthermore, information and change dynamics may fortunately and naturally circulate from one community to another, increasing the difficulties to establish a control group.

Control groups should be homogenous to the targeted population, and not benefit from the intervention (or any similar intervention). It should be identified at the beginning of the intervention, and be interviewed at all stages (baseline, mid-term- if relevant, and endline) using the same surveys applied to the treatment group.

Way Forward

These standard monitoring tools were created following a need identified by UNICEF MENARO with MENA country offices. They aim at facilitating the measurement of social and behavioural drivers of child protection issues and at showing the impact of UNICEF's interventions at the micro-level, especially in pilot areas (contribution or attribution provided that control groups are also studied).

These tools will be revised as per country offices' feedback at the end of 2018.

Another next step regarding the standardised surveys will be cognitive testing. Given the complexity of some of the notions and constructs covered by the surveys, cognitive testing of all three questionnaires is critical to ensure that questions are correctly understood by respondents and provide accurate data. This could lead to the inclusion of more questions on social and behavioural drivers, in particular social norms, in globally established surveys.

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6 The following links in particular may be of interest: <https://unhcr.github.io/Integrated-framework-household-survey/Assessment-Project-Document.html>
<https://unhcr.github.io/Integrated-framework-household-survey/Sampling.html>
<https://unhcr.github.io/Integrated-framework-household-survey/Interview.html>
<https://unhcr.github.io/Integrated-framework-household-survey/Instructions-for-Interviewers.html>
<https://unhcr.github.io/Integrated-framework-household-survey/Pre-test-Phase.html>.

TOOLS

Tools

TOOL 1. CONCEPTUAL FRAMEWORK FOR BEHAVIOUR CHANGE

This tool is an extract from 'Everybody Wants To Belong – A Practical Guide for Social Norms Programming' developed by UNICEF MENARO.

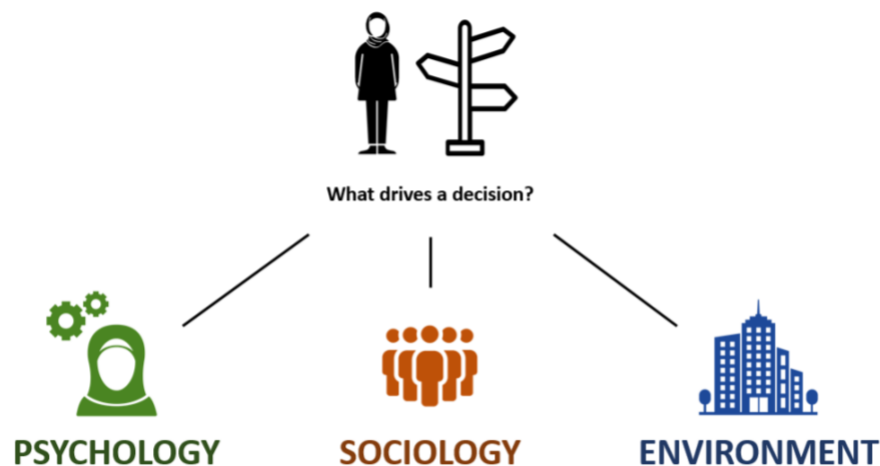
WHAT DRIVES US?

Designing an effective programme to address social norms is not possible without understanding how these norms fit within the larger set of factors that influence a person's decision. The purpose of this guidance tool is to provide a framework to help unpack behaviour change, and map out its main driving factors which we will later try to understand (research), influence (programme) and track (M&E).

Often times, behaviour change interventions consider overly simplistic decision making models. They are based on the assumption that if people know what is good for them, they will adapt their practices accordingly; or that if the availability of a service is communicated, it will generate demand for it. These interventions usually revolve around *messages*, are often called *campaigns*, and can be mapped like this:



But human decision making is much more complex. People generally don't consider costs and benefits from a self-interested perspective, to then make a thoughtful and rational decision on the best path of action: providing them with the right information will rarely automatically translate into the "logical choice". People are also emotional, influenced by their context, and by those they live and interact with. What is happening around them matters as much as what they think themselves.



Within this Framework, we call **FACTORS** the high level drivers of decisions and behaviours. Under the three categories of psychology, sociology and environment, the main driving factors to consider are the following ones:



PSYCHOLOGY

- INTEREST
- SELF-EFFICACY
- ATTITUDE
- INTENT
- BEHAVIORAL QUIRKS



SOCIOLOGY

- SOCIAL INFLUENCE
- COMMUNITY DYNAMIC
- SOCIAL NORMS
- META NORMS

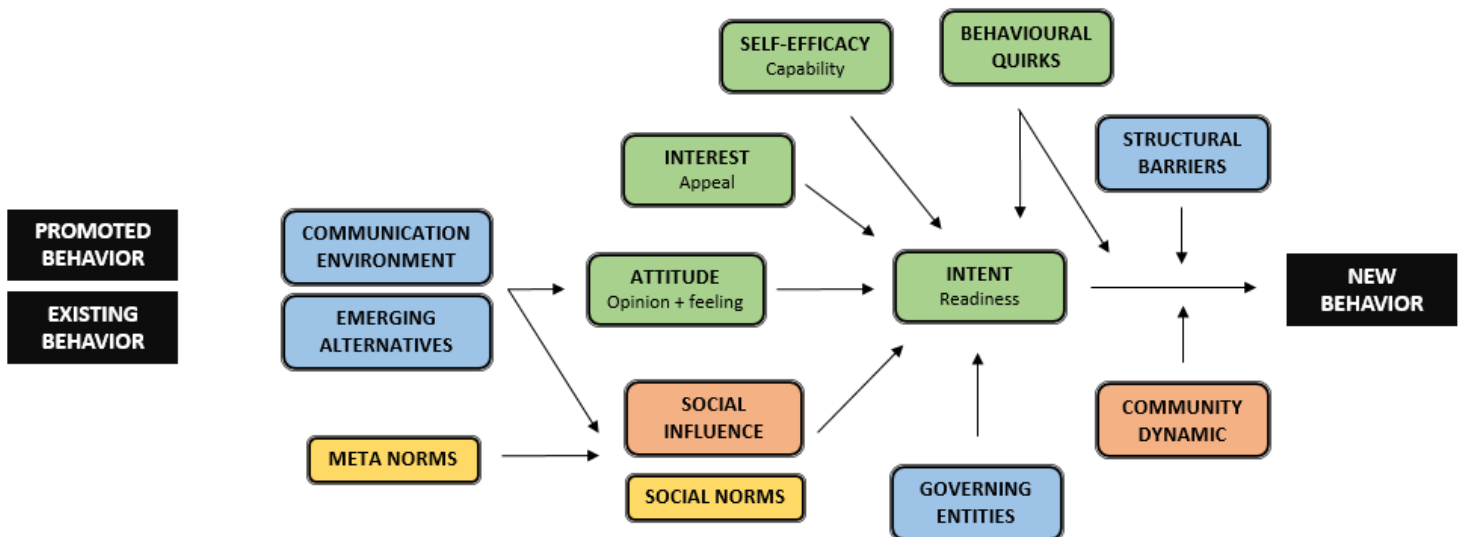


ENVIRONMENT

- COMMUNICATION ENVIRONMENT
- EMERGING ALTERNATIVES
- GOVERNING ENTITIES
- STRUCTURAL BARRIERS

A definition of these different concepts is available in G18; one should make herself/himself familiar with these important terms.

When organised along an individual decision-making pathway, the factors provide the basic Conceptual Framework, simplistic by nature, which we will consider throughout this guidance.



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Some key takeaways of using such a Framework are:

- There are multiple elements influencing behaviour, including social ones. This illustrates how humans think (mixing cognitive and emotional aspects) and how context shapes this thinking. None of these factors operate in a bubble.
- Nonetheless, not all factors will be important every single time. Oftentimes, a few of them will create critical bottlenecks or drivers. When promoting positive discipline for children for example, it could be the lack of self-efficacy of caregivers: not knowing how to use alternative forms of punishment, or being too stressed to be gentle and controlled. In other cases, social influence and norms can perpetuate a collective behaviour which might not serve people's interests, but be nevertheless practiced.
- Because human decision making is so complex, programming will require:
 - rigorous research / in-depth analysis of the drivers of behaviours
 - keeping an open mind to discoveries outside of intellectual models (people make most judgements and choices automatically, not deliberately)
 - multi-faceted strategies at different levels, addressing a combination of factors
 - piloting and early testing of interventions to continuously improve their design

When conducting the formative research to understand why people do what they do, one will need to go deeper than the factors, and analyse the various **DIMENSIONS** which compose each of these factors. On top of informing programming with a more granular understanding of the behaviours, this will help measure the achievement of milestones, showing that the programme is making progress and switching the needle on lower level results, before having an impact on norms and behaviours in the longer term.

Dimensions which should be paid attention to are listed in the table below. Their definition is provided in G18.

FACTORS	DIMENSIONS
INTEREST	Attention; Doability; Enjoyment; Potential gains; Perceived risks; Efforts needed; Affordability
ATTITUDE	Awareness and Knowledge; Beliefs; Aspirations; Values; Moral norms; Intuitions; Past experience; Enjoyment
SELF-EFFICACY	Skills; Confidence; Self-image; Stress level; Fatigue; Support; Mobility
COMMUNICATION ENVIRONMENT	Factual & scientific information; Media agenda and narrative; Social media; Marketing, brands messaging; Public discourse and figures; Entertainment industry; Exposure; Biases

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EMERGING ALTERNATIVES	Opinion trends; Social movements; Innovations and opportunities; Publicised change and stories; Positive deviants
SOCIAL INFLUENCE & SOCIAL NORMS	Reference network's attitudes and practices; Approved behaviours – normative expectations; Believed typical practices – empirical expectations; Social pressure: rewards, sanctions, exceptions; Stigma and discrimination / societal views on minorities; Sensitivity to Social Influence
META NORMS	Socialisation; Gender inequity; Power relationships; Decision making patterns; Family roles and communication; Conflict resolution; Perception of the Child
COMMUNITY DYNAMIC	Collective self-efficacy; Sense of ownership; Social Cohesion; Equity of participation; Quality of leadership
GOVERNING ENTITIES	Recognition of the issue; Policies and regulations; Enforcement & Security apparatus; Fiscal measures; Grievances against authorities
INTENT	Contemplation; Experiment; Relapse; Celebration, praising, ritualisation, public commitment; Advocating
STRUCTURAL BARRIERS	Living conditions; Availability, access to and quality of services & technology; Trust in service providers; Traditional services; Infrastructure; Other external factors
BEHAVIOURAL QUIRKS	Nudges / context disruption

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TOOL 2. DEFINITIONS

This tool is an extract from 'Everybody Wants To Belong – A Practical Guide for Social Norms Programming' developed by UNICEF MENARO.

BEHAVIOUR

A behaviour defines the way a person acts. In the development world, it is often synonymous with “practice”.

1 – INTEREST

Interest characterises how sympathetic people are to an alternative practice, how much they want to know about it, be involved in activities around it, or try it out. This combines some cost / benefit thinking but also a dimension of appeal on a more emotional level. Some key drivers of interest include:

1a. Attention: one might not notice what is put in front of her/him. We often wrongly assume that people are properly informed about existing options because they have been communicated. But making sure that people are paying attention to what is suggested, or that promoters of behaviours manage to capture the attention of their audience, is a key step for a new behaviour to be considered. This is made harder by the fact that people tend to only listen to information that confirm their preconceptions (confirmation bias).

1b. Doability: the extent to which the adoption of the new behaviour is perceived as feasible or not by the person, in her/his actual situation (this is an individual self-assessment, non-objective).

1c. Enjoyment - how much someone likes or might like doing something, the pleasure experienced from an activity. This covers basic amusement as well as other forms of gratification and thrill, such as the feeling of power. Being passionate about something is a powerful driver for action.

1d. Potential gains: the benefits that the person think she/he might get from the change, especially in the short term (rapid gains tend to matter more in decision making). These gains are not only material, but can be in terms of relationships, image, etc. Gains should also be understood as “avoided losses”, since a given loss is often seen much worse than its equivalent in gain is perceived positively (human “loss aversion”).

1e. Perceived risks: the possibility that something bad might happen as a result of the change, including but not only in terms of safety. People desire certainty even when it is counterproductive. Being overly risk-averse is a natural human bias.

1f. Efforts needed: how practical and easy the change to the new behaviour would be. The difficulty is not proportional to the likelihood of adoption: minor inconveniences (also known as “hassle factors”) might prevent us to act in accordance with our intentions.

1g. Affordability: the extent to which the person considers the change of practice to be within her financial means, combining costs and possible monetary incentives.

2 – ATTITUDE

Attitude is what someone thinks or feels about something. Mixing cognitive and emotional elements, attitude defines people’s predisposition to respond positively or negatively to an idea, a situation, or a

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suggested change. It is one of the key drivers of an individual's choice of action, and probably the most important factor in shaping behaviour change.

Socio-economic background, religion and other individual characteristics are important drivers of attitude; when measuring it, the “demographics” questions in surveys will help cross-reference respondents’ characteristics and understand better their influence.

Key determinants of attitude include:

2a. Awareness and Knowledge: these concepts are interdependent but not interchangeable. Awareness is the consciousness of a fact (e.g. being conscious that violent discipline has negative consequences; being cognisant that there are alternatives to it), whereas knowledge is associated with a deeper understanding of this information (e.g. appreciate the reasons why violent discipline is hurtful; being able to explain alternatives to it). It is important to keep in mind that people tend to ignore “negative” information related to what they are doing, and can sometimes favour prior “evidence” that reaffirms their actions. Perception is very selective.

2b. Beliefs: there are multiple types of beliefs influencing attitudes, the main ones being:

- Effect beliefs: considering a causality chain to be true (X leads to Y); e.g. physically disciplining a child will make her/him a good adult.
- Holding personal convictions on what “needs” to be done in a given situation; e.g. if a woman is seen walking with another man she needs to be punished.
- Personal normative beliefs: beliefs about what should be, what should happen; e.g. men should be primarily responsible for the honor of the family; women should report intimate partner violence to the police; etc.

Beliefs are individual, but highly influenced by others. The probability of one person adopting a belief increases with the number of people already holding that belief.

2c. Aspirations: personal goals and dreams, vision for future-self, hopes and ambition for achieving things; e.g. aspiring to be the best parent possible; to be an independent woman; to be a successful student; etc. It reflects what someone truly desires in life.

2d. Values: what we perceive as good, right or acceptable. Inner convictions of right and wrong, of what good conscience requires. These principles are strong drivers of standard behaviours. Individual values are directly influenced by moral norms.

2e. Moral norms: moral norms are principles of morality that people are supposed to follow. They are learned socially. Human Rights for example, as a global doctrine, represent the moral norms that the UN is trying to enforce universally. The important question here is what individuals perceive as women’s and children’s rights, as this will condition the classification of certain practices as being inherently immoral or not (e.g., beating a woman).

2f. Intuitions: instinctive feelings regarding a situation or an idea, often formed from past experience. Intuitions involve emotionally charged, rapid, unconscious processes that contribute to immediate attitudes or decisions that don’t stem from reasoning. In other words, our brain might have already

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decided what to do in a situation before analyzing options. Intuitions are one of the elements of automatic thinking (see *Communication environment*).

2g. Past experience: Researchers have shown that past experience helps form complex decisions. Memories of experiences, such as past failure and frustration with a behaviour, or negative experiences such as poor treatment by a service provider, will shape our attitude towards trying new things. At a deeper level, experiences as a child also drive behaviours of adults, including negative, violent or abusive behaviours. This replication concept is paramount in most psychological schools of thought.

2h. Enjoyment: see *Interest*

3 – SELF-EFFICACY

Self-efficacy combines a person's objective capability to perform the change proposed and her/his belief about this ability. Positive self-efficacy is a necessary precondition to taking steps towards the new practices. As with attitude, "demographics" are usually a key driver of a person's self-efficacy. Poverty, for example, has a significant cognitive burden which makes it difficult for the poorest to think deliberately, see themselves as capable, have faith in the possibility of change and seize opportunities. Interventions on self-perceptions can be powerful sources of change.

3a. Skills: particular abilities and capacities to do something. Most skills are acquired through experience and/or deliberate learning. Example of skills include parenting techniques, positive discipline, as well as life skills such as critical thinking or active citizenship.

3b. Confidence: a person's belief that she/he can succeed in creating change; feeling of trust in one's own ability.

3c. Self-image: many of our choices are impacted by the perception we have of ourselves and our role in our family, community and society. This perceived identity will often make us behave according to common stereotypes associated with our dominant identity. This might prevent people from doing things that they are completely capable of, because they underestimate their abilities in accordance to the stereotype of their group.

3d. Stress level: high levels of stress impair our ability to make choices, perceive ourselves positively and capable, can paralyze change and adoption of positive practices, and in some instances results in adoption of negative coping mechanisms. Anxiety and mental distress are particularly frequent in emergency contexts.

3e. Fatigue: being tired (and hungry) depletes cognitive resources and significantly affects our decision making.

3f. Support: the availability of trusted relatives or friends to encourage, provide assistance, and protect someone when needed.

3e. Mobility: in social science mobility is understood as the movement of people in a population, from place to place (particularly relevant for individuals living in emergency contexts and/or remote areas), job to job, or from one social class or level to another. In many societies, mobility is an issue for women, who

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might not be free or able to leave the household, interact with certain people, get access to commodities and services, etc., for cultural or safety reasons.

4 - COMMUNICATION ENVIRONMENT

4a. Factual / scientific information: the availability, accessibility and dissemination of accurate and unbiased knowledge about the issue and practices at hand; understandable evidence conveyed without feelings or opinions about it.

4b. Media agenda and narrative: the way media outlets set what is newsworthy, and how the facts and stories will be framed to cover a given topic. Narratives are rarely neutral, and considerably influence the audience's attitude.

4c. Social media: Social media is an unpredictable and unregulated space where the audience is not in a passive position, but is also a content creator, and users can interact and collaborate with each other. Contrary to the "mainstream media", authoritative voices, previously unknown and sometimes without proven expertise, can emerge organically and generate large opinion trends and groups. Opinions relayed on social media fall within an individual's own social network (group of individuals within the user's "bubble", which can distort the perception of what is the most prevalent opinion).

4d. Marketing, brands messaging: companies promote messages and ideas in favour of their economic success, and campaign to create more appeal. The most popular and trusted brands, with large audiences and benefiting from a positive image, can drastically influence the way consumers perceive certain products, ideas and situations, changing their decisions and behaviours down the line.

4e. Public discourse and figures: the messages most commonly spread in the communication environment; the ongoing public debates; the position of persons that have a significant effect on influencing opinion of the general public.

4f. Entertainment industry: the role played by characters in movies, books, and radio shows as well as the overall narratives of these entertainment pieces affect the mental models of viewers. They carry messages and values (sometimes purposively in the case of entertainment education, or "edutainment") which will influence the decisions made by the audience. This process of transfer is based on how relatable the characters and situations are, and what are the consequences faced by these fictional models.

4g. Exposure: the availability of information is not synonymous with access to it. Depending on their means of communication, coverage by mass media, penetration of technology and occupation, people will have very different chances and levels of access to information. Campaigns are designed to proactively expose an audience to certain contents and narratives, but their success in reaching their target also varies.

4h. Biases: the use of mental shortcuts and models for filtering and interpreting information, often to make sense of the world around us.

Mental models are ways of thinking, often passed down across generations, and include stereotypes, categories, identities, ideologies, etc.

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Shortcuts are part of Automatic Thinking (by opposition to Deliberative Thinking), when someone jumps to conclusion based on limited information. Most of the time, people consider what automatically comes to mind to fill in missing information, associate the situation with what they already know, make assumptions, and eventually decide through a narrow frame depicting a wrong picture of a situation. This brain process is widespread as it implies less efforts.

A number of specific biases have been described by psychologists, such as the “recency bias” (favoring the latest information), “confirmation bias” or “selective exposure” (filter information in a way that supports our preconceptions), “availability heuristic” (overestimating the importance of information available to us), etc.

5 - EMERGING ALTERNATIVES

People’s exposure to and awareness of those who have already chosen a different option, of voices carrying a different message and of influences which can trigger change is important, since dialogue in a community and personal action are rarely initiated spontaneously. The dynamic of change within a group usually has to start with a catalyst, a stimulus. Emerging alternatives can induce individual and collective actions.

5a. Opinion trends: how people’s views on a topic are changing; new directions taken by general beliefs and judgments. Public opinion is evolving continuously, at different paces.

5b. Social movements: large scale collective actions and campaigns based on shared identity and grievances, people engaged in a fight to change the social or political order (e.g. the early stages of the Arab spring; black lives matter in the US; etc.).

5c. Innovations and opportunities: a new vaccine made available; an agent of change visiting the community and offering support; a new method of contraception stimulating community discussion on family planning; the renewal of political leadership; etc.

5d. Publicised change and stories: people’s achievements made public. Human interest stories of transformation told to inspire and promote similar changes, exposure to successes and failures.

5e. Positive deviants: the existence of individuals or small groups confronting similar challenges and constraints to their peers that, nevertheless, employ uncommon but successful behaviours or strategies which enable them to find better solutions. They can be important role models.

6 – SOCIAL INFLUENCE

Individual behaviours and decision making are often driven by social factors. People are almost never fully autonomous thinkers, but rather influenced by, and concerned about others’ opinions and actions. We act as members of groups. How supportive a social environment is of individual change will sometimes condition its very possibility, in particular (but not only) when social norms are at play.

Social norms are informal group rules influenced by the beliefs that members hold about what others in the group do and approve. Even in the absence of sanctions, which are central to social norms, such beliefs usually also exist and influence individual practices.

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Norms as well as sanctions can be both positive and negative.

6a. Reference network's attitudes and practices: the social influence is based on the attitudes and behaviours of those whose opinion we value, who we consult regarding certain issues, and those whose perception of us matters. Members of this "reference network" include peers we care about, as well as influencers and gatekeepers who exert some form of power over us. People tend to imitate the behaviours of their reference network frequently, and sometimes automatically.

6b. Approved behaviours – normative expectations: the set of behaviours a person will receive social support for. In social norms language, a normative expectation is what an individual thinks others in her/his group approve (what she/he believes other think she/he should do).

6c. Believed typical practices – empirical expectations: the set of behaviours which people perceive to be most common. In social norms language, an empirical expectation is what an individual thinks others in her reference group do. This is often ground for misconceptions. There might be a silent majority of people disapproving certain practices but still complying with it based on social misbeliefs (this discrepancy between the majority of individual attitudes and the practices is called "pluralistic ignorance").

6d. social pressure: rewards, sanctions, sensitivity, exceptions: social norms exist because of the consequences of behaving in certain ways (anticipated opinion or reaction of others). What defines a norm is the social "obligation" behind it, the fact that people believe that compliance will condition their acceptance or rejection by the group. On the negative side, sanctions can take many forms, such as stigma, avoidance, insults, violence, exile, etc. The sensitivity to sanctions is also an important element to define how strong the norms are. Exceptions are a set of circumstances under which breaking the norm would be acceptable.

6e. Stigma and discrimination / societal views on minorities: the negative and/or incorrect collective views and beliefs regarding certain groups of people strongly condition their practices and the majority's behaviour towards them, often for the worst, leading to rejection and deprivation; e.g. rearing practices for children with disabilities.

6f. Sensitivity to Social Influence: reflects the level of autonomy of a person. In a similar social environment, individuals are affected differently by the pressure coming from the group.

7 – META NORMS

Meta norms are overarching and unwritten rules, deeply entrenched in people's culture and identity, cutting across sectors and conditioning a large number of behaviours.

7a. Socialisation: the process of learning to behave in a way that is acceptable to the group based on societal beliefs, values, attitudes, and examples, through which norms are learned and internalised by individuals. An individual's acquisition of habits, whether positive or negative, is due to their exposure to models that display certain traits when solving problems and coping with the world. Early gender socialization starts at birth and it is a process of learning cultural roles according to one's sex. Right from the beginning, boys and girls are treated differently and learn the differences between boys and girls, women and men. Parents & families are the initial agents who affect the formation of behaviours during

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childhood (children are told how to dress, which activities are for them or not, what role they should play as a boy or a girl, etc.). Peers are an additional source of influence during adolescence and play a large role in solidifying socially accepted gender norms: boys usually enforce toughness, competition and heterosexual prowess, whereas girls are pressured around appearance, proper behaviour, and marriage with an emphasis on their reproductive roles. Socialisation may also occur more passively through role modelling: as a negative example, boys may adopt abusive behaviours after witnessing intimate partner violence, or lose respect for their mother (and women) after witnessing violence against her.

7b. Gender inequity: many protection issues are associated with the power and roles of men and women in society and in households, including male authority over women, and men's desire to control women's sexuality. Manhood or masculinity are used as justifications for different forms of violent behaviours. Girls and women are considered vulnerable and thus need to be protected, which often translates into lower access to education, restrictions in travelling, and higher unemployment. Gender discrimination is deeply rooted and perpetuated by leaders and communities, and can result in behaviours related to domestic violence, sexual harassment and abuse, early marriage, Female Genital Mutilations and trafficking.

7c. Power relationships: Power is the ability to control and access resources, opportunities, privileges and decision-making processes. Who controls or retains power over "subordinate" family members dictates the practices of many in the household; in most cases, power is held by men in families and communities. For example, violence against women and violence against children often co-occur in families with a patriarchal family structure, featuring rigid hierarchies linked to gender and age. In other cases, positive relationships centered on listening, respect and empathy offer contexts in which dominance is not the governing factor.

7d. Decision making patterns: linked to the previous point, how and by whom a course of action is selected in a family or a community will have a significant impact on people's options for alternative behaviours. These processes can be complex depending on who voices opinions, is consulted and valued, can oppose a decision, and who makes the final call. On certain issues, elder family members can play a significant role. In most of the Middle East and North Africa, the preservation of the family's reputation is seen as the responsibility of the man; but as the women's honor is directly tied to the family's honor, it is considered the men's right to make important decisions about women's lives, including control the access of their female kin to the outside world.

7e. Family roles and communication: social norms related to what it means to be a mother or a father, and to how spouses communicate between themselves and interact with their children, are key drivers of a number of behaviours, in particular parenting practices and the provision of care, household chores and financial responsibilities, among others. These also impact girls and boys differently.

7f. Conflict resolution: typical ways of solving family disagreements, from listening and trying to reach common understanding to practices of coercion.

7g. Perception of the Child: different societies will have different perceptions of when a human being starts and stops being considered a child, and what this means in terms of her/his rights. This drives a number of practices at different stages of the life cycle.

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8 – COMMUNITY DYNAMIC

Community dialogue and collective action are key processes to produce change within a community. Members of a community taking action collectively to deal with a common problem and improve their life will be a critical condition of success when issues at hand are social (in particular driven by social norms). The success of such processes also increases the community's collective capacity to solve future problems. The existence of such a dynamic (shared recognition of a problem with ongoing collective discussion or action), or in its absence the collective capacity to engage in it, are critical conditions for social change. Key elements include:

8a. Collective self-efficacy: the confidence of community members that together they can succeed. This includes the perceived capability of other community members.

8b. Sense of ownership: the degree to which community members think the problem is important, perceive themselves as contributors and responsible for the success of the collective change, and think they will benefit from the results.

8c. Social Cohesion: the sense of belonging, of feeling part of the group; the extent to which community members want to cooperate to solve collective issues; the level of interconnection between community members (density of the social network); the level of divide into factions; the level of trust of other members.

8d. Equity of participation: the degree to which marginalised members of the community (women, poor, ethnic groups, youth, elderly...) can access spaces where issues are discussed, speak up and be involved in decision making.

8e. Quality of leadership: the existence of effective leadership is necessary to steer the group in the right direction and sustain the process. A "good" leader will be popular and trusted, supportive of dialogue and change, innovative, and foster inclusion.

9 - GOVERNING ENTITIES

Institutions, ruling bodies, socio-political or armed groups try to structure and organize society through various form of peaceful or violent interactions with the population in attempt to control them. As a result, these governing entities play a paramount role in shaping individual behaviours, through a number of institutional features.

9a. Recognition of the issue: the extent to which the authorities are acknowledging the existence of a problem and willing to act upon it.

9b. Policies and regulations: set of principles and rules established by the authority to regulate how people behave in society, and prompt the community to act and change; e.g. law criminalising marital rape. The rule of law might or might not exist according to the context.

9c. Enforcement / Security apparatus: system enforcing the observance of law and order, and in conflict situations, elements of control and repression; e.g. administration by an occupying power. In some countries, policing of what people do (on water usage, on religious practices, etc.).

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9d. Fiscal measures: the use of taxes, expenditures or direct incentives to influence people's actions and achieve social, economic and political objectives; e.g. conditional cash transfers in development and humanitarian situations.

9e. Grievances against authorities: citizen who consider themselves in conflict with the government, who criticize the State capacity or willingness to deliver services, who criticize the authorities' motives or legitimacy, whose demand are unmet and consider that the social contract has collapsed, might all adapt their practices accordingly (e.g. refusal to get their children vaccinated).

10 – INTENT

The readiness to change is the core factor of the framework. When an individual is no longer reluctant to the new practice, and more importantly willing to try it, the likelihood of change increases. But for this intent to be converted into action, external and social factors have to align in a supportive way.

10a. Contemplation: stage where the person is conscious of both the problem and option for change, and is considering switching to the new practice, but still has not taken action.

10b. Experiment: when an individual is taking action and trying the new practice out; a change of behaviour in the short term, with a risk to abandon it.

10c. Relapse: when the person returns to the previous practice.

10d. Celebration, praising, ritualization, public commitment: events and actions to celebrate successes and cultivate pride (e.g. public pledges) are important because they help creating trust amongst participants, and provide opportunities for others to adopt the change. New positive behaviours need to be practiced to become usual or normative. These rewards are important to ensure the social context is supportive and reinforces individual choices.

10e. Advocating: when the new practice is fully adopted and the behaviour is usual, some individuals start to promote it and convince others to adopt it as well.

11 - STRUCTURAL BARRIERS

Structural barriers are bottlenecks which are not related to people's willingness to change, or the legal and social environment, but often link to infrastructure and services and are commonly consequences of poverty and underdevelopment.

11a. Living conditions: the circumstances of a person's life such as geographic isolation, living in an active conflict zone, in areas with high criminality rates or being incarcerated are, amongst other factors, often strong barriers to adopting new practices.

11b. Availability, access to and quality of services / technology: the demand for services cannot always be met for a number of reasons regarding their provision, or impaired access such as financial difficulties, lack of transport, language barriers, low capacity of service providers, etc.

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11c. Trust in service providers: a critical condition for people to use services is often trust in the person/entity providing it. Trust can be measured based on how respectful, competent and compassionate the provider is perceived, but also derives from her/his profile (right ethnicity, right gender, etc.).

11d. Traditional services: existence and accessibility of alternative/traditional services, where behaviour considered harmful are practiced and often encouraged. The more available, accessible and protected these are, the more likely the practice will be perpetuated.

11e. Infrastructure: existence and usability of facilities, roads, water and sewage systems, electrical grids, phone, Internet, etc.

11f. other external factors: as relevant to the problem at hand and local context (e.g. natural obstacles, age barriers, climate change, currency and market changes, etc.).

12 - BEHAVIOURAL QUIRKS

The choices we make are not all conscious. People do not always make decisions that are in their best interest. Sometimes we are not aware of the alternative, while other times we may not trust our ability to act differently. But there are also instances where we just don't really know why we do things. It can be because it's always been like this. It might even look (and be) irrational. One can be paralysed by the amount of information provided to her/him, or just sticking to the status-quo based on her/his habit: feeling more comfortable in a set routine, finding inaction to be easier, feeling overly positive about a choice previously made ("choice-supportive bias"), etc.

12a. nudges / context disruption: when the environment or the structural context in which decisions are made or practices are reproduced is altered, it can often result in a change of behaviour.

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TOOL 3. FGM/C INDICATORS

See annexed Excel document entitled 'Indicators_FGM_Final'

TOOL 4. CHILD MARRIAGE INDICATORS

See annexed Excel document entitled 'Indicators_Child_Marriage_Final'

TOOL 5. CHILD DISCIPLINE INDICATORS

See annexed Excel document entitled 'Indicators_Child_Discipline_Final'

Survey on Social and Behavioural Factors related to Female Genital Mutilation/Cutting

Please note that the standardized survey has NOT been pre-tested. The survey is estimated to take approximately 1h to 1h30 min. It is **IMPERATIVE** to remove some of the questions in order to reduce the length of your (tailored) survey. Your survey should last a maximum of 45 minutes to avoid survey fatigue and subsequent inaccurate data.

Project Code		Date of interview	
Name of enumerator			
Governorate	Insert list as per context	District	Insert list as per context
Sub-district	Insert list as per context	Community	Insert list as per context
This is:	Baseline/Endline	Administrative coding	Rural area/Urban area as per context

Introduction and Consent: Read the consent statement to the respondent.

Hello, my name is (**your name**). We are from **xxx**. We are conducting a survey about the situation of girls in your community. I would like to talk to you **about circumcision / cutting**. This interview usually takes about **number** minutes. We are also interviewing other parents/caregivers about their daughters and female household members. All the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. **Amend as per context/formative research**

Do you have any question for us?

Are you willing to participate in this survey? Yes/ No (end of interview)

May I start now?

Household and Respondent's Profile			
i. Respondent's name INTERVIEWER WRITE IN NAME	(name)	ii. Respondent's Telephone number INTERVIEWER WRITE IN NUMBER	(phone number)
iii. Age of respondent INTERVIEWER WRITE IN AGE	(age)	iv. Gender of respondent SINGLE CODE	Female Male
v. Are you the parent or primary caregiver of a child aged 17 years or younger? SINGLE CODE A primary caregiver may be a grandparent or a foster parent who is the main person responsible for a child.		Yes No (end of interview)	
vi. Who is the head of your household?	Male child (under 18) Female child (under 18)	vii. Would you consider yourself to be the head of your household?	Yes No

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<p>SINGLE CODE Definition of household as per context</p>	<p>Male adult (18-59) Female adult (18-59) Male elderly (over 60) Female elderly (over 60)</p>		<p>SINGLE CODE</p>							
<p>viii. Can you tell me who lives in this household with you? (incl. respondent) – members living in the same house as respondent INTERVIEWER WRITE IN NUMBER Amend age bracket as per context</p>	<p>Total children U5</p>		<p>Total children (5-17)</p>		<p>Total adults (18-59)</p>		<p>Total elderly (60+)</p>		<p>Total # HH members</p>	
	<p>Female ____#</p>	<p>Male ____#</p>	<p>Female ____#</p>	<p>Male ____#</p>	<p>Female ____#</p>	<p>Male ____#</p>	<p>Female ____#</p>	<p>Male ____#</p>	<p>____#</p>	
<p>ix. What are the names of the children you are primarily responsible for? INTERVIEWER WRITE IN NAME, AGE AND GENDER Probe asking for age and gender of the child.</p>	<p>Name</p>		<p>Age</p>	<p>Gender (F/M)</p>		<p>Name</p>		<p>Age</p>	<p>Gender (F/M)</p>	
<p>x. Which situation best describes your household situation? SINGLE CODE Amend as per context</p>	<p>I live with my child(ren) full time I live with my child(ren) more than half the time (unequally shared custody) I live with my child(ren) half the time (equally shared custody) I live with my child(ren) less than half the time (unequally shared custody) Refuse to answer</p>									
<p>xi. You have mentioned that you are the primary caregiver of children aged 17 or younger in your household, which of the following statements best describes how involved you are in the disciplining of these children.</p>	<p>I am solely responsible for disciplining and raising the children I care for I am more involved in disciplining and raising the children I care for than other members in my household (including spouse) I am equally involved in disciplining and raising the children I care for than other members in my household (including spouse) I am less involved in disciplining and raising the children I care for than other members in my household (including spouse) I am not very involved in disciplining and raising the children I care for than other members in my household (including spouse) – only when necessary. Refuse to answer</p>									

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<p>xii. What is your current marital status? SINGLE CODE</p>	<p>Married Widowed Divorced or Separated Single Other (specify)_____</p>	<p>xiii. Please can you tell me your status. That is, are you... SINGLE CODE</p>	<p>Refugee Host community Other (specify)_____ Internally displaced person (i.e. persons who has been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who has not crossed an internationally recognized state border)</p>
<p>xiv. If IDP or Refugee, where are you from? SINGLE CODE</p>	<p>Insert list as per context</p>		
<p>xv. Ethnic background SINGLE CODE</p>	<p>Insert list as per context</p>	<p>xvi. Religion SINGLE CODE</p>	<p>Insert list as per context</p>
<p>xvii. What is the highest level of education that you have completed? SINGLE CODE</p>	<p>No school Elementary High school College Higher education (professional or post-graduate) Religious schooling only Literacy classes only</p>		
<p>xviii. What is the highest level of education that the head of your household has completed? SINGLE CODE DO NOT ASK IF RESPONDENT ANSWERED “YES” AT vii</p>	<p>No school Elementary High school College Higher education (professional or post-graduate) Religious schooling only Literacy classes only</p>		
<p>xix. Who is the main breadwinner in the household? SINGLE CODE</p>	<p>Myself Spouse (wife or husband) Brother or sister In-laws or parents</p>		

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<p><i>Breadwinner: person who contributes most to the family income.</i></p>	<p>Son or daughter Other (specify) _____ Difficult to say- Unsure</p>
<p>xx. What is the occupation of the main breadwinner in the household? SINGLE CODE</p>	<p>Cultivation or Farm labor Non-farm labor Household industry Self-employment Government or Private salaried job Professional business (engineer, lawyer, doctor, etc.) Rental income or Investments or Interest from savings Pension Other (specify) _____</p>
<p>xxi. What is your household's primary source of income? MULTICODE SELECT UP TO THREE</p>	<p>Sale of crops Sale of livestock and animal products Agricultural waged labor Non-agricultural casual labor Salaried employment Temporary / contracted employment Retirement pension Sale of assets Remittances from overseas Gifts from local family/relatives Savings Formal credits (from banks) Informal credits (from shops, friends, hosts) Sale of food aid (food vouchers or parcels) Sale of non-food assistance Cash from humanitarian organizations Other (specify) _____</p>
<p>xxii. Average household monthly income SINGLE CODE</p>	<p>Insert list (salary bracket in local money) None Don't know Refuse to answer</p>

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<p>1. Have you ever heard of cutting or female circumcision? SINGLE CODE</p>	<p>Yes No</p>		<p>If yes-> go to Q. 2 If no-> go to Q.1.1</p>				
<p>1.1. In your country, there is a practice in which a girl may have part of her genitals cut. Have you ever heard about this practice? SINGLE CODE</p>	<p>Yes No</p>		<p>If yes-> go to Q. 2 If no-> end of interview</p>				
<p>2. Do you agree or disagree with the following statements: SINGLE CODE EACH ROW Amend as per formative research Randomize statements</p>	<p><i>Strongly agree</i></p>	<p><i>Somewhat agree</i></p>	<p><i>Neither agree nor disagree</i></p>	<p><i>Somewhat disagree</i></p>	<p><i>Strongly disagree</i></p>	<p><i>Unsure/ Don't know</i></p>	<p><i>Refuse to answer</i></p>
<p>2.1. Cutting shows respect to our elders.</p>							
<p>2.2. Cutting helps a girl stay a virgin until she marries.</p>							
<p>2.3. Cutting teaches girls obedience and respect.</p>							
<p>2.4. Cutting is <u>not</u> the right thing to do to girls in our community.</p>							
<p>2.5. Cutting marks the transition from a girl child to a woman/adult.</p>							
<p>2.6. Cutting is <u>not</u> part of our traditions and culture.</p>							
<p>2.7. Cutting ensures that a girl retains her femininity.</p>							
<p>2.8. Cutting can be practiced by a traditional healer/midwife (<i>insert local term</i>). Amend as per context</p>							
<p>2.9. Cutting is safe when practiced by a traditional healer/ midwife (<i>insert local term</i>). Amend as per context</p>							

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2.10. Cutting can be practiced by a medical professional (doctor/nurse).							
2.11. Cutting is safe when practiced by a medical professional.							
2.12. Uncut girls are not pure.							
2.13. My religion requires to cut girls.							
3. In your opinion, would you say that ___ girls are cut in your community. SINGLE CODE	All Most Some Few None Unsure-don't know Refuse to answer						
4. Would you say that the practice of cutting has increased, decreased or remained the same in your community since the past 12 months? SINGLE CODE	Increased Decreased Remained the same Unsure-don't know Refuse to answer						
5. Do you think that cutting is a completely safe practice or can it present some risks for the health of girls? SINGLE CODE	Completely safe Can be risky Unsure-don't know Refuse to answer			If safe-> go to Q. 6 If risky-> go to Q. 5.1			
5.1. What are the health risks faced by cut girls according to you? MULTICODE OPEN ENDED	<i>Do not read answers, let the respondent think and answer.</i> Excessive bleeding (hemorrhage) Shock Anxiety Infections Genital tissue swelling Severe pain in the genital area Hypersensitivity of the genital area Painful sexual intercourse						

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	Sexual dysfunction Urination problems including painful urination Chronic genital infections Menstrual problems Impaired wound healing (e.g. keloid scar) Formation of cysts and abscesses Difficult pregnancy HIV transmission Anaemia Death Other (specify) _____						
<i>Note from enumerator</i> 5.2. Did the respondent list three or more risks? SINGLE CODE	Yes No						
6. Do you agree or disagree with the following statement: Cutting my daughter or female household members will increase childbirth risks for her and her child. SINGLE CODE	<i>Strongly agree</i>	<i>Somewhat agree</i>	<i>Neither agree nor disagree</i>	<i>Somewhat disagree</i>	<i>Strongly disagree</i>	<i>Unsure/ Don't know</i>	<i>Refuse to answer</i>
7. To your knowledge, is the practice of cutting legal or punished by law in your country? SINGLE CODE	Illegal Legal Unsure-don't know Refuse to answer						

Amend as per context

Now, I will tell you the story of a girl who lives in this *region/district*. I will call her *Laila*, although this is not her real name. I would like you to listen carefully to her story. *Laila* is a *xxx* years old girl. She lives with her parents, *Samia and Mohammed* (not their real names), and has 3 siblings: two brothers and a baby sister. *Laila* goes to school and helps her mother with household chores. Her best friend is her cousin, *Rania*, who is around the same age as *Laila* and lives next door. One day, *Rania* and her mother— *Laila's* aunt, come to *Laila's* house and announce that *Rania* will be cut the following week. *Laila's* aunt tells *Laila's* mother (*Samia*) that *Laila* also should get cut soon as she is of age. She suggests having a common ceremony for both their daughters the following week.

8. What would most parents in <i>Samia and Mohammed's</i> situation do? SINGLE CODE	Cut their daughter Not cut their daughter Unsure-don't know Refuse to answer	
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<p>9. What would Laila's aunt and other parents in the community expect Samia and Mohammed to do in this situation? SINGLE CODE</p>	<p>Cut their daughter Not cut their daughter Unsure-don't know Refuse to answer</p>	
<p>10. What would you expect Samia and Mohammed to do in this situation? SINGLE CODE</p>	<p>Cut their daughter Not cut their daughter Unsure-don't know Refuse to answer</p>	

Amend as per context

But **Laila's** parents are unsure what to do. **Laila's** mother, **Samia**, wants to cut **Laila** but her father, **Mohammed**, disagrees. Although they have discussed whether or not to cut **Laila**, they cannot agree on a decision.

<p>11. In the story, Samia and Mohammed discuss whether or not to cut Laila. Have you ever talked with your spouse about cutting? SINGLE CODE</p>	<p>Yes No Unsure-don't know Refuse to answer</p>	<p>If yes-> go to Q. 11.1 If no-> go to Q. 11.2</p>
<p>11.1. How often do you talk about cutting? SINGLE CODE</p>	<p>Only when it is relevant to our daughters or household, and we discuss it a lot. Only when it is relevant to our daughters or household, and we only discuss it a little. Outside of when it is relevant to our daughters or household, and we discuss it a lot. Outside of when it is relevant to our daughters or household, and we only discuss it a little Unsure-don't know Refuse to answer</p>	
<p>11.2. Have you ever talked with other household members about cutting? SINGLE CODE</p>	<p>Yes No Unsure-don't know Refuse to answer</p>	<p>If yes-> go to Q. 11.3 If no-> go to Q. 12</p>
<p>11.3. Has your household also ever faced disagreement between different members regarding the practice of cutting? SINGLE CODE</p>	<p>Yes No Unsure-don't know Refuse to answer</p>	<p>If yes-> go to Q. 11.4 If no-> go to Q. 12</p>
<p>11.4. Who tend to be in favor of <u>not</u> cutting?</p>	<p>Elderly female relatives (e.g. grandparents)</p>	

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<p>MULTICODE</p>	<p>Elderly male relatives (e.g. grandparents) Spouse Other female parents or caregivers in the household Other male parents or caregivers in the household Myself Sons Daughters Extended female family (aunt, cousin, etc.) Extended male family (uncle, cousin, etc.) Other (specify with gender) _____ Refuse to answer</p>	
<p>12. Who usually makes the final decision regarding cutting girls in your family? SINGLE CODE</p>	<p>Girl herself Mother Father Older Sister Older Brother Aunt Uncle Grandmother Grandfather Other (specify) _____ Refuse to answer</p>	

Amend as per context

In order to solve their disagreement, Samia and Mohammed decide to seek advice from their religious (local term) and community (local term) leaders as their opinion on cutting matters to them.

<p>13. Is there anyone you talk to in order to get their opinion or advice about cutting? SINGLE CODE</p>	<p>Yes No Refuse to answer</p>	<p>If yes -> go to Q. 13.1 If no -> go to Q. 14</p>										
<p>13.1. Who are these people in relation to you?</p>	<p>#</p>	<p>Name</p>	<p>Relation to respondent</p>									
	<p>1</p>		<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>	<p>6</p>	<p>7</p>	<p>8</p>	<p>9</p>	<p>10</p>

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<p>Ask for and list the names of each person the respondent would talk to. Then, starting with the first name, ask the person's status or role to the respondent (e.g. mother, friend, religious leader, etc.).</p> <p>INTERVIEWER WRITE-IN NAME AND RELATION TO RESPONDENT</p> <p>Amend as per formative research</p> <p><i>Options for: Relation to respondent</i></p> <ol style="list-style-type: none"> 1. His/Her Mother 2. His/Her Father 3. His/Her Brother 4. His/Her Sister 5. His/Her Neighbor 6. His/Her Uncle 7. His/Her Aunt 8. His/Her Father-in-Law 9. His/Her Mother-in-Law 10. Other(specify) 	2			1	2	3	4	5	6	7	8	9	10
	3			1	2	3	4	5	6	7	8	9	10
	4			1	2	3	4	5	6	7	8	9	10
	5			1	2	3	4	5	6	7	8	9	10
	6			1	2	3	4	5	6	7	8	9	10
	7			1	2	3	4	5	6	7	8	9	10
	8			1	2	3	4	5	6	7	8	9	10
	9			1	2	3	4	5	6	7	8	9	10
	10			1	2	3	4	5	6	7	8	9	10
	<p>13.2. How much does the opinion of (name each person listed above) influence your decision on whether or not to cut your daughters or female household members?</p> <p>SINGLE CODE EACH ROW</p>	#	<i>A lot</i>	<i>A little</i>	<i>Not at all</i>			<i>Unsure/ Don't know</i>		<i>Refuse to answer</i>			
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													

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<p>13.3. Do you think (<i>name each person listed above</i>) thinks that you should cut your daughters or female household members? SINGLE CODE EACH ROW</p>	#	Yes	No	Unsure- don't know	Refuse to answer	
	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
10						
<p>14. If you were in Laila's parents' situation, what would you decide for your daughter. SINGLE CODE</p>	<p>Cut daughter Not cut daughter Unsure-don't know Refuse to answer</p>		<p>If cut-> go to Q. 16 If not cut-> go to Q. 15</p>			
<p>15. You previously answered that you would not cut a daughter if you were Laila's parents. Please tell me how confident you would be in this decision in the following circumstances? SINGLE CODE EACH ROW Amend as per formative research Randomize statements</p>	Very confident	Somewhat confident	Not that confident	Not at all confident	Unsure/Don't know	Refuse to answer
15.1. Even if people who are important to me disapprove of my decision.						
15.2. Even if some community members talk badly about me or my family.						
15.3. Even if it is more difficult to find a good husband for my						

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daughter/ female household member.						
15.4. Even if I lose some friends.						
15.5. Even if it means economically sustaining my daughter/female household member longer.						
15.6. Even if it means being called a bad parent.						
15.7. Even if it means being called a bad Muslim. Amend as per context						
15.8. Even if other people who are important to me repeatedly try to convince me to cut.						
15.9. Even if people make fun of me, my family or my daughter/ female household member.						
15.10. Even if some of my household members stop talking to me.						
15.11. Even if my daughter/female household member insists that she wants to be cut.						
<p>16. You previously answered that you would cut a daughter if you were Laila’s parents. Please tell me how confident you would be in this decision in the following circumstances?</p> <p>SINGLE CODE EACH ROW</p> <p>Amend as per formative research</p> <p>Randomize statements</p>	<i>Very confident</i>	<i>Somewhat confident</i>	<i>Not that confident</i>	<i>Not at all confident</i>	<i>Unsure/Don’t know</i>	<i>Refuse to answer</i>

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16.1. Even if people who are important to me disapprove of my decision.						
16.2. Even if my daughter/female household member insists that she does not want to be cut.						

Amend as per context

Eventually, *Samia and Mohammed* decide **not** to cut *Laila*.

NOTE: Amend as per formative research. Suggest to keep a maximum of five (5) questions.

17. Now I want you to think about how the people who are important to *Laila's* parents (such as *Laila's* aunt, or their neighbors and friends) would react to their decision.

17.1. Where this end of the scale is 'be seen as bad parents' and this is 'be seen as good parents', where do you think <i>Samia and Mohammed</i> would find themselves? Amend as per formative research	Differential semantic scale OR 1 -5	
17.2. Where this end of the scale is 'be shamed for their decision' and this is 'be praised for their decision', where do you think <i>Samia and Mohammed</i> would find themselves? Amend as per formative research	Differential semantic scale OR 1 -5	
17.3. Where this end of the scale is 'gain friends' and this is 'lose friends', where do you think <i>Samia and Mohammed</i> would find themselves? Amend as per formative research	Differential semantic scale OR 1 -5	
17.4. Where this end of the scale is 'gain influence in the community' and this is 'lose influence in the community', where do you think <i>Samia and Mohammed</i> would find themselves? Amend as per formative research	Differential semantic scale OR 1 -5	
17.5. Where this end of the scale is 'be discriminated against by other community	Differential semantic scale OR	

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members' and this is 'treated equally by other community members', where do you think Laila would find herself? Amend as per formative research	1 -5	
17.6. Where this end is 'be a target of ridicule from other community members' and this is 'be respected by other community members', where do you think Laila would find herself? Amend as per formative research	Differential semantic scale OR 1 -5	
17.7. Where this end is 'be considered as a (adult) woman' and this is 'remains seen as a child', where do you think Laila would find herself? Amend as per formative research	Differential semantic scale OR 1 -5	
17.8. Where this end is 'easily find a good husband' and this is 'have difficulties marrying or not marry at all', where do you think Laila would find herself? Amend as per formative research	Differential semantic scale OR 1 -5	
17.9. Where this end is 'be seen as healthy' and this is 'be seen as unhealthy', where do you think Laila would find herself? Amend as per formative research	Differential semantic scale OR 1 -5	
17.10. Where this end is 'be seen as pure' and this is 'be seen as impure', where do you think Laila would find herself? Amend as per formative research	Differential semantic scale OR 1 -5	
17.11. Where this end is 'be seen as complete' and this is 'be seen as incomplete', where do you think Laila would find herself? Amend as per formative research	Differential semantic scale OR 1 -5	
17.12. Where this end is 'be shamed' and this is 'be envied', where do you think Laila would find herself? Amend as per formative research	Differential semantic scale OR 1 -5	

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18. Given their decision <u>not</u> to cut Laila, if you knew Laila's parents how likely would you be to: SINGLE CODE EACH ROW	<i>Very likely</i>	<i>Likely</i>	<i>Neither likely nor unlikely</i>	<i>Not likely</i>	<i>Not at all likely</i>	<i>Unsure / Don't know</i>	<i>Refuse to answer</i>
18.1. Socialize with Laila's parents.							
18.2. Let your daughter(s) or other female household members be friends and play with Laila .							
18.3. Consider marrying your son or a male household member to Laila when she is ready for marriage.							
18.4. Ask Laila's parents for advice regarding cutting.							
18.5. Ask Laila's parents for advice regarding other issues.							
If respondent is unmarried male under 25							
18.6. Consider marrying Laila when she is ready.							

Amend as per context

*Samia and Mohammed explain their decision to their family, community and religious leaders (local terms) and other community members, saying that they do not want to cut **Laila**. In their own opinion cutting is violent, and they wish other people in the community would stop as well.*

19. Do you agree or disagree with Laila's parents when they say cutting is a form of violence against their daughter? SINGLE CODE	<i>Strongly agree</i>	<i>Somewhat agree</i>	<i>Neither agree nor disagree</i>	<i>Somewhat disagree</i>	<i>Strongly disagree</i>	<i>Unsure/ Don't know</i>	<i>Refuse to answer</i>

Amend as per context

*Now, let's forget for a moment about **Laila's** story and talk about your own community.*

20. Do you agree or disagree with the following statements: SINGLE CODE EACH ROW Randomize statements	<i>Strongly agree</i>	<i>Somewhat agree</i>	<i>Neither agree nor disagree</i>	<i>Somewhat disagree</i>	<i>Strongly disagree</i>	<i>Unsure/ Don't know</i>	<i>Refuse to answer</i>

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20.1. Cutting should be discontinued (stopped) in my community.						
20.2. Most people in my community think cutting should be abandoned.						
21. In the past 3 months, have you seen, heard or read anything promoting the abandonment of cutting? SINGLE CODE	Yes No Unsure-don't know Refuse to answer	If yes-> go to Q. 21.1 If no-> go to Q. 22				
21.1. Where did you see, hear or read about cutting abandonment? MULTICODE	TV Radio Social media Community or religious leader Social worker or NGO staff Other household member Other community member (friends, neighbors, etc.) Medical or traditional healer-midwife Theater or performance Other (specify)_____ Unsure-don't know Refuse to answer					
22. To your knowledge, are any activities and/or collective discussions on the abandonment of cutting taking place at the moment in your community? SINGLE CODE	Yes No Unsure-don't know Refuse to answer	If yes-> go to Q. 22.1 If no-> go to Q. 23 (read vignette)				
22.1. Have you ever participated in or attended these activities or discussions? SINGLE CODE	Yes No Unsure-don't know Refuse to answer	If yes-> go to Q. 22.2 If no-> go to Q. 22.3				
22.2. Are you still participating or attending? SINGLE CODE	Yes No Unsure-don't know Refuse to answer					
22.3. Do you intend to participate or attend in the future? SINGLE CODE	Yes No Unsure-don't know					

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	Refuse to answer	
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Amend as per context
 In *Laila's* story, her parents went to their religious and community leaders to discuss cutting and get their opinion.

23. Would you say that your:		
23.1. Religious leader: SINGLE CODE	Encourages the abandonment of cutting Promotes the continuation of cutting Does not have an opinion on the issue I don't have a religious leader Unsure- don't know Refuse to answer	
23.2. Community/city/neighborhood leader: SINGLE CODE	Encourages the abandonment of cutting Promotes the continuation of cutting Does not have an opinion on the issue I don't have a community/city/neighborhood leader Unsure- don't know Refuse to answer	
23.3. Political leader: This could be any political leader, not necessarily one that you voted for. SINGLE CODE	Encourages the abandonment of cutting Promotes the continuation of cutting Does not have an opinion on the issue I don't have a political leader Unsure- don't know Refuse to answer	

Amend as per context
Laila's parents' decision to leave their daughter uncut might not be the most common choice made by parents in their community.

24. Among the people you talk to about cutting (<i>remind respondents of the name of people in the list- Q.13.1</i>) do you know at least one who has not cut her/his daughter or female household member? SINGLE CODE	Yes No Unsure-don't know Refuse to answer	
25. Do you know any family or parent <u>in your community</u> who has not cut their daughter or female household member? SINGLE CODE	Yes No Unsure-don't know	

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	Refuse to answer	
26. Have you ever heard of any family or parent in your community talk positively about their decision not to cut their daughter or female household member? SINGLE CODE	Yes No Unsure-don't know Refuse to answer	
27. Would you publicly support someone who has decided not to cut their daughters or female household members? SINGLE CODE	Yes No Unsure-don't know Refuse to answer	
28. Do you know or have ever heard about an uncut girl getting married in your community? SINGLE CODE	Yes No Unsure-don't know Refuse to answer	

Amend as per context

Laila's parents told their community that they think cutting is not a good thing.

29. Do you agree or disagree with the following statements: SINGLE CODE EACH ROW <i>Randomize statements</i>	<i>Strongly agree</i>	<i>Somewhat agree</i>	<i>Neither agree nor disagree</i>	<i>Somewhat disagree</i>	<i>Strongly disagree</i>	<i>Unsure/ Don't know</i>	<i>Refuse to answer</i>
29.1. The practice of cutting is positively affecting girls and women in my community.							
29.2. The practice of cutting is an important issue in my community that needs to be addressed.							
If disagree with at least one of the above statements (Q.29) 30. According to you, who is responsible for tackling the issue of cutting in your community? MULTICODE	Everyone in the community Myself Only some people (specify)_____ Outsiders (specify)_____ Other (specify)_____ Unsure-don't know Refuse to answer						
If disagree with at least one of the above statements (Q.29) 31. Rate the following statements:	<i>Very confident</i>	<i>Somewhat confident</i>	<i>Not that confident</i>	<i>Not at all confident</i>	<i>Unsure/ Don't know</i>	<i>Refuse to answer</i>	

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SINGLE CODE EACH ROW Randomize statements						
31.1. I am ___ that, as a group, my community can stop cutting girls within the next 5 years.						
31.2. I am ___ in my capacity to influence collective decisions on abandoning cutting in my community.						
32. How, if at all, have the opinions of people in your community changed on the practice of cutting over the past 12 months/year? SINGLE CODE	People are now more supportive People are now less supportive It is about the same Unsure- don't know Refuse to answer					
33. Have you ever participated in a public declaration in favor of eliminating the practice of cutting? SINGLE CODE	Yes No Unsure-don't know Refuse to answer					
34. Who do you think should have the final say on decisions regarding a girl and woman's sexuality? SINGLE CODE	The girl or woman herself Other female household members (e.g. mother, grandmother, aunt, etc.) Male household members (e.g. father, brother, etc.) Other (specify)_____ Unsure-don't know Refuse to answer					

I will now ask you some questions about your own experience. I realize that this may be difficult to talk about, but I would like to ask a few questions about it. Please respond as best as you can. If at any time you would like to skip this section and move on please let me know.

<i>If female respondent.</i> 35. Have you, yourself, been cut? SINGLE CODE	Yes No Refuse to answer	If yes-> go to Q. 35.1 If no-> go to Q. 37
<i>If female respondent and said she has been cut.</i> Now I would like to ask you a bit more about what was done to you at that time. 35.1. Was any flesh removed from the genital area?	Yes No Unsure-don't know Refuse to answer	

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SINGLE CODE				
35.2. Was the genital area just nicked without removing any flesh? SINGLE CODE	Yes No Unsure-don't know Refuse to answer			
35.3. Was the genital area sewn closed? <i>If necessary, probe: Was it sealed?</i> SINGLE CODE	Yes No Unsure-don't know Refuse to answer			
35.4. How old were you when you were cut? <i>If the respondent does not know the exact age, probe to get an estimate. INTERVIEWER WRITE IN AGE</i>	(age)			
35.5. Who performed the cutting? SINGLE CODE	Doctor Nurse or Midwife Other health professional (specify) _____ Traditional 'circumciser' Traditional birth attendant Other traditional (specify) _____ Unsure-don't know Refuse to answer			
36. You said that you have been cut, have you ever suffered from any of the following : SINGLE CODE EACH ROW	<i>Yes</i>	<i>No</i>	<i>Unsure/Don't know</i>	<i>Refuse to answer</i>
36.1. Excessive bleeding (hemorrhage)				
36.2. Shock				
36.3. Anxiety				
36.4. Infections				
36.5. Genital tissue swelling				
36.6. Severe pain in the genital area				
36.7. Hypersensitivity of the genital area				
36.8. Painful sexual intercourse				
36.9. Sexual dysfunction				
36.10. Urination problems including painful urination				

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36.11. Chronic genital infections				
36.12. Menstrual problems				
36.13. Impaired wound healing (e.g. keloid scar)				
36.14. Formation of cysts and abscesses				
36.15. Difficult pregnancy				
36.16. HIV transmission				
36.17. Anaemia				
37. Just to make sure that I have this right, you are the primary caregiver of <i>number</i> (check Q. 'ix') daughters or female household members. Is this correct? SINGLE CODE	Yes No	If no-> go back to Q. 'ix' and amend the answer.		
<i>Ask the respondent to tell you the name(s) of each daughter(s) and/or female household members, beginning with the youngest (if more than one daughter/female household member). Write down the name of each daughter/ female household member. Then, ask the following questions for each daughter/ female household member at a time.</i>	<i>Name</i>	<i>Yes</i>	<i>No</i>	<i>Refuse to answer</i>
37.1. Has (name) been cut? INTERVIEWER WRITE IN NAME + SINGLE CODE EACH				
38. You have (<i>number</i>) of daughters/female household members who have <u>not</u> been undergone this procedure. Is this correct? SINGLE CODE	Yes No	If no-> go back to Q. 'ix' and Q. 37.1 and amend answers. If 1 or more daughter/female household member has not undergone the procedure -> go to Q. 38.1 If all daughters/female household members have undergone the procedure -> go to Q.39		
38.1. How likely is it that you will cut your female household members that are under 18? SINGLE CODE	Very likely Likely Unsure-don't know Not likely Not at all likely Refuse to answer			

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<p>39. Do you agree or disagree with the following statement: Cutting my daughters or female household members <u>is better for them</u> than not doing it. SINGLE CODE</p>	<i>Strongly agree</i>	<i>Somewhat agree</i>	<i>Neither agree nor disagree</i>	<i>Somewhat disagree</i>	<i>Strongly disagree</i>	<i>Unsure/ Don't know</i>	<i>Refuse to answer</i>
<p>The following questions fall slightly out of the scope of the previous questions that I have asked you. I would like to inform you that the questions I am going to ask you are those that have been asked in a standard worldwide survey. Please bear with me for a few more minutes. I would appreciate your complete honesty and cooperation in answering these slightly heavier questions.</p>							
<p>40. Do you agree or disagree with the following statements: SINGLE CODE EACH ROW</p>	<i>Strongly agree</i>	<i>Somewhat agree</i>	<i>Neither agree nor disagree</i>	<i>Somewhat disagree</i>	<i>Strongly disagree</i>	<i>Unsure/ Don't know</i>	<i>Refuse to answer</i>
<p>40.1. A woman's most important role is to take care of the home, the children, and cook for the family.</p>							
<p>40.2. Physical violence (such as hitting, beating, slapping, etc.) is sometimes the only way to solve a disagreement.</p>							
<p>40.3. A son's education is more important than a daughter's education if financial resources are scarce.</p>							
<p>40.4. Men and woman being equal is entirely compatible with my tradition and culture.</p>							
<p>41. Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: SINGLE CODE EACH ROW</p>	<i>Yes</i>		<i>No</i>		<i>Unsure-don't know</i>		<i>Refuse to answer</i>
<p>41.1. If she goes out without telling him?</p>							

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41.2. If she neglects the children?							
41.3. If she argues with him?							
41.4. If she refuses to have sex with him?							
41.5. If she burns the food?							
42. Who in your household usually makes decisions regarding: SINGLE CODE EACH ROW	<i>Myself</i>	<i>Spouse (husband/wife)</i>	<i>Joint (myself and husband/ wife)</i>	<i>Other household members (e.g. parents/ in- laws)</i>	<i>Other (specify)</i>	<i>Unsure- don't know</i>	<i>Refuse to answer</i>
42.1. Visiting your family and friends.							
42.2. Healthcare expenses for yourself.							
42.3. Making large household purchase.							
42.4. Female household members attending women's groups/mentorship or leadership programs.							

*This is the end of the interview. Do you have any questions for me/us?
Thank you so much for your time and your answers!*

Comments by enumerator:	
Comments by respondent:	

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TOOL 6B. FGM/C STANDARDISED SURVEY (ARABIC)

See annexed Word document entitled 'Survey_FGM_AR'

TOOL 6C. FGM/C STANDARDISED SURVEY (FRENCH)

See annexed Word document entitled 'Survey_FGM_FR'

Survey on Social and Behavioral Factors related to Child Marriage

Please note that the standardized survey – as is – takes approximately 1h05min. It is **IMPERATIVE** to remove some of the questions in order to reduce the length of your (tailored) survey. Your survey should last a maximum of 45 minutes to avoid survey fatigue and subsequent inaccurate data.

Project Code		Date of interview	
Name of enumerator			
Governorate	Insert list as per context	District	Insert list as per context
Sub-district	Insert list as per context	Community	Insert list as per context
This is:	Baseline/Endline	Administrative coding	Rural area/Urban area as per context

Introduction and Consent: *Read the consent statement to the respondent.*

Hello, my name is (**your name**). We are from **xxx**. We are conducting a survey about children in your community. I would like to talk to you about child marriage. This interview usually takes about **number** minutes. We are also interviewing other parents/caregivers about their children. All the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know.

Do you have any question for us?

Are you willing to participate in this survey? Yes/ No (end of interview)

May I start now?

Household and Respondent's Profile			
xxiii. Respondent's name INTERVIEWER WRITE IN NAME	(name)	xxiv. Respondent's Telephone number INTERVIEWER WRITE IN NUMBER	(phone number)
xxv. Age of respondent INTERVIEWER WRITE IN AGE	(age)	xxvi. Gender of respondent SINGLE CODE	Female Male
xxvii. Are you the parent or primary caregiver of a child aged 17 years or younger? SINGLE CODE <i>A primary caregiver may be a grandparent or a foster parent who is the main person responsible for a child.</i>			Yes No (end of interview)
xxviii. Who is the head of your household? SINGLE CODE	Male child (under 18) Female child (under 18)	xxix. Would you consider yourself to be the head of your household?	Yes No

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<p>Definition of household as per context</p>	<p>Male adult (18-59) Female adult (18-59) Male elderly (over 60) Female elderly (over 60)</p>	<p>SINGLE CODE</p>							
<p>xxx. Can you tell me who lives in this household with you? (incl. respondent) – members living in the same house as respondent INTERVIEWER WRITE IN NUMBER Amend age bracket as per context</p>	<p>Total children U5</p>		<p>Total children (5-17)</p>		<p>Total adults (18-59)</p>		<p>Total elderly (60+)</p>		<p>Total # HH members</p>
	<p>Female</p>	<p>Male</p>	<p>Female</p>	<p>Male</p>	<p>Female</p>	<p>Male</p>	<p>Female</p>	<p>Male</p>	
<p>____#</p>	<p>____#</p>	<p>____#</p>	<p>____#</p>	<p>____#</p>	<p>____#</p>	<p>____#</p>	<p>____#</p>	<p>____#</p>	
<p>xxxi. What are the names of the children you are primarily responsible for? INTERVIEWER WRITE IN NAME, AGE AND GENDER Probe asking for age and gender of the child.</p>	<p>Name</p>		<p>Age</p>	<p>Gender (F/M)</p>	<p>Name</p>		<p>Age</p>	<p>Gender (F/M)</p>	
<p>xxxii. Which situation best describes your household situation? SINGLE CODE Amend as per context</p>	<p>I live with my child(ren) full time I live with my child(ren) more than half the time (unequally shared custody) I live with my child(ren) half the time (equally shared custody) I live with my child(ren) less than half the time (unequally shared custody) Refuse to answer</p>								
<p>xxxiii. You have mentioned that you are the primary caregiver of children aged 17 or younger in your household, which of the following statements best describes how involved you are in the disciplining of these children.</p>	<p>I am solely responsible for disciplining and raising the children I care for I am more involved in disciplining and raising the children I care for than other members in my household (including spouse) I am equally involved in disciplining and raising the children I care for than other members in my household (including spouse) I am less involved in disciplining and raising the children I care for than other members in my household (including spouse) I am not very involved in disciplining and raising the children I care for than other members in my household (including spouse) – only when necessary. Refuse to answer</p>								
<p>xxxiv. What is your current marital status? SINGLE CODE</p>	<p>Married Widowed Divorced or Separated</p>			<p>xxxv. Please can you tell me your status. That is, are you... SINGLE CODE</p>			<p>Refugee Host community Other (specify)_____</p>		

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	Single Other (specify)_____		Internally displaced person (<i>i.e. persons who has been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who has not crossed an internationally recognized state border</i>)
xxvi. If IDP or Refugee, where are you from? SINGLE CODE	Insert list as per context		
xxvii. Ethnic background SINGLE CODE	Insert list as per context	xxviii. Religion SINGLE CODE	Insert list as per context
xxix. What is the highest level of education that you have completed? SINGLE CODE	No school Elementary High school College Higher education (professional or post-graduate) Religious schooling only Literacy classes only		
xvii b. At what age did you stop going to school? INTERVIEWER WRITE-IN AGE	(age) If never went to school, write '0'		
xl. What is the highest level of education that the head of your household has completed? SINGLE CODE DO NOT ASK IF RESPONDENT ANSWERED "YES" AT vii	No school Elementary High school College Higher education (professional or post-graduate) Religious schooling only Literacy classes only		
xli. Who is the main breadwinner in the household? SINGLE CODE	Myself Spouse (wife or husband) Brother or sister		

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<p><i>Breadwinner: person who contributes most to the family income.</i></p>	<p>In-laws or parents Son or daughter Other (specify) _____ Difficult to say- Unsure</p>
<p>xlii. What is the occupation of the main breadwinner in the household? SINGLE CODE</p>	<p>Cultivation or Farm labor Non-farm labor Household industry Self-employment Government or Private salaried job Professional business (engineer, lawyer, doctor, etc.) Rental income or Investments or Interest from savings Pension Other (specify) _____</p>
<p>xliii. What is your household's primary source of income? MULTICODE SELECT UP TO THREE</p>	<p>Sale of crops Sale of livestock and animal products Agricultural waged labor Non-agricultural casual labor Salaried employment Temporary / contracted employment Retirement pension Sale of assets Remittances from overseas Gifts from local family/relatives Savings Formal credits (from banks) Informal credits (from shops, friends, hosts) Sale of food aid (food vouchers or parcels) Sale of non-food assistance Cash from humanitarian organizations Other (specify) _____</p>
<p>xliv. Average household monthly income SINGLE CODE</p>	<p>Insert list (salary bracket in local money) None Don't know Refuse to answer</p>

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2. Just to make sure that I have this right, you are (<i>check marital status, question 'xii'</i>). Is this correct? SINGLE CODE	Yes No	No -> go back go to Q. 'xii'. and amend the answer.
3. Have you ever lived with someone in a marriage or union or lived together with a partner as if married? Amend as per context SINGLE CODE	Has lived in union or marriage Has never lived in union or marriage	Has lived in union or marriage-> go to Q. 3. Has never lived in union or marriage -> go to Q. 7 (if female respondent) or Q. 9 (if male respondent)
4. Have you been married or lived with someone only once or more than once? Amend as per context SINGLE CODE	Only once More than once Refuse to answer	Only once -> go to Q. 4 More than once -> go to Q.5
5. How old were you when you started living with your husband/wife/partner? Amend as per context INTERVIEWER WRITE-IN AGE	(age)	Go to Q.6
6. How old were you when you started living with your <u>first</u> partner (husband/wife)? Amend as per context INTERVIEWER WRITE-IN AGE	(age)	
7. You said that you first married or started living with your first partner at the age of (<i>see previous answer</i>). Would you say that you: Amend as per context SINGLE CODE	Are happy about the age you got married Would have preferred to marry later in life (at an older age) Would have preferred to marry earlier in life (at a younger age) Refuse to answer Unsure- don't know	
<i>If female respondent</i> 8. Are you the biological parent of any of the children listed in Q. ix? SINGLE CODE	Yes No	If yes -> go to Q. 8 If no -> go to Q. 9
9. At what age did you first get pregnant? INTERVIEWER WRITE-IN AGE	(age)	
8.1. Now please think about your <u>first</u> pregnancy. Did you face any complications or was childbirth difficult? SINGLE CODE	Yes No Unsure- don't know Refuse to answer	
10. Just to make sure that I have this right, you are the primary caregiver of <i>number (check Q. 'ix')</i> children. Is this correct? SINGLE CODE	Yes No	No-> go back to Q. 'ix' and amend the answer.

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<p>11. Ask the respondent to tell you the name(s) of each daughter/ female household member over 6 years old that s/he is responsible for, beginning with the youngest (if more than one daughter/ female household member). Write down the name of each daughter/female household member. Then, ask the following questions for each daughter/ female household member at a time.</p> <p><i>Continue in the back of the sheet if necessary.</i></p>		<p>No daughter / female household member over 6 years old</p>		<p>No daughter-> go to Q. 11</p>	
<p><i>Name</i></p>	<p>10.1. Is (name) married? SINGLE CODE</p>	<p>10.2. At what age did she get married? INTERVIEWER WRITE-IN AGE</p>	<p>10.3. At what age do you plan or hope she will marry? INTERVIEWER WRITE-IN AGE</p>	<p>10.4. If a good marriage opportunity offers itself before this, would you consider taking it? SINGLE CODE</p>	
	<p>Yes -> go to Q. 10.2. No -> go to Q.10.3 Refuse to answer</p>	<p>(age) Go to Q.11</p>	<p>(age) If 18 or over -> go to Q.10.4</p>	<p>Yes No Unsure- don't know – it depends Refuse to answer</p>	
	<p>Yes -> go to Q. 10.2. No -> go to Q.10.3 Refuse to answer</p>	<p>(age) Go to Q.11</p>	<p>(age) If 18 or over -> go to Q.10.4</p>	<p>Yes No Unsure- don't know – it depends Refuse to answer</p>	
	<p>Yes -> go to Q. 10.2. No -> go to Q.10.3 Refuse to answer</p>	<p>(age) Go to Q.11</p>	<p>(age) If 18 or over -> go to Q.10.4</p>	<p>Yes No Unsure- don't know – it depends Refuse to answer</p>	
	<p>Yes -> go to Q. 10.2. No -> go to Q.10.3 Refuse to answer</p>	<p>(age) Go to Q.11</p>	<p>(age) If 18 or over -> go to Q.10.4</p>	<p>Yes No Unsure- don't know – it depends Refuse to answer</p>	
	<p>Yes -> go to Q. 10.2. No -> go to Q.10.3 Refuse to answer</p>	<p>(age) Go to Q.11</p>	<p>(age) If 18 or over -> go to Q.10.4</p>	<p>Yes No Unsure- don't know – it depends Refuse to answer</p>	
<p>12. Repeat for boys.</p>		<p>No son / male household member over 6 years old</p>		<p>No son-> go to Q. 12</p>	

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<p>Ask the respondent to tell you the name(s) of each son/male household member over 6 years old that s/he is responsible for, beginning with the youngest (if more than one). Write down the name of each son/male household member. Then, ask the following questions for each son/male household member at a time.</p> <p>Continue in the back of the sheet if necessary.</p>				
<i>Name</i>	<p>11.1. Is (name) married? SINGLE CODE</p>	<p>11.2. At what age did he get married? INTERVIEWER WRITE-IN AGE</p>	<p>11.3. At what age do you plan or hope he will marry? INTERVIEWER WRITE-IN AGE</p>	<p>11.4. If a good marriage opportunity offers itself before this, would you consider taking it? SINGLE CODE</p>
	<p>Yes -> go to Q. 11.2. No -> go to Q.11.3 Refuse to answer</p>	<p>(age) Go to Q.12</p>	<p>(age) If 18 or over -> go to Q.11.4</p>	<p>Yes No Unsure- don't know – it depends Refuse to answer</p>
	<p>Yes -> go to Q. 11.2. No -> go to Q.11.3 Refuse to answer</p>	<p>(age) Go to Q.12</p>	<p>(age) If 18 or over -> go to Q.11.4</p>	<p>Yes No Unsure- don't know – it depends Refuse to answer</p>
	<p>Yes -> go to Q. 11.2. No -> go to Q.11.3 Refuse to answer</p>	<p>(age) Go to Q.12</p>	<p>(age) If 18 or over -> go to Q.11.4</p>	<p>Yes No Unsure- don't know – it depends Refuse to answer</p>
	<p>Yes -> go to Q. 11.2. No -> go to Q.11.3 Refuse to answer</p>	<p>(age) Go to Q.12</p>	<p>(age) If 18 or over -> go to Q.11.4</p>	<p>Yes No Unsure- don't know – it depends Refuse to answer</p>
	<p>Yes -> go to Q. 11.2. No -> go to Q.11.3 Refuse to answer</p>	<p>(age) Go to Q.12</p>	<p>(age) If 18 or over -> go to Q.11.4</p>	<p>Yes No Unsure- don't know – it depends Refuse to answer</p>
<p>13. Now please think about the people in your neighborhood and community. Have you heard or witnessed (saw):</p>				
	<p>12.1. A girl under 18 from your neighborhood getting married in the last year?</p>	<p>Yes No</p>		

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<p>SINGLE CODE</p>	<p>Unsure- don't know Refuse to answer</p>						
<p>12.2. A boy under 18 from your neighborhood getting married in the last year? SINGLE CODE</p>	<p>Yes No Unsure- don't know Refuse to answer</p>						
<p>14. In your opinion: 13.1. Would you say that ___girls under 18 are married in your community? SINGLE CODE</p>	<p>All Most Some Few None Unsure-don't know Refuse to answer</p>						
<p>13.2. What about boys under 18? SINGLE CODE</p>	<p>All Most Some Few None Unsure-don't know Refuse to answer</p>						
<p>15. Would you say: 14.1. That the practice of marrying girls before 18 has increased, decreased or remained about the same in your community since last year? SINGLE CODE</p>	<p>Increased Decreased Remained the same Unsure-don't know Refuse to answer</p>						
<p>14.2. What about for boys? SINGLE CODE</p>	<p>Increased Decreased Remained the same Unsure-don't know Refuse to answer</p>						
<p>16. Do you agree or disagree with the following statements: SINGLE CODE EACH ROW Amend as per formative research Randomize statements</p>	<p><i>Strongly agree</i></p>	<p><i>Somewhat Agree</i></p>	<p><i>Neither agree nor disagree</i></p>	<p><i>Somewhat Disagree</i></p>	<p><i>Strongly disagree</i></p>	<p><i>Unsure/ Don't know</i></p>	<p><i>Refuse to answer</i></p>
<p>15.1. Marriage provides protection to a girl.</p>							

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15.2. Education provides protection to a girl.							
15.3. Seizing the opportunity of a good marriage is more important than continuing a child's education.							
15.4. Physical changes in appearance is a sign that a girl is ready for marriage.							
15.5. A girl under 18 is more fertile than a girl above 18.							
15.6. Marrying girls under 18 ensures purity (virginity/chastity) on their wedding day.							
15.7. Marrying children under 18 can sometimes be a means to get money to repay a debt.							
15.8. Marrying children under 18 can sometimes be a means to settle alliances.							
15.9. Marrying children under 18 can sometimes be a means to manage disputes.							
15.10. The younger and less educated the child is, the cheaper the dowry / bride wealth (mahir). Amend as per context							
15.11. Marrying my daughter before she turns 18 allows me to secure her financial status.							
15.12. Girls over 18 who are not married are a burden to their families.							
15.13. Marrying before 18 is required by our religion.							
15.14. Most adolescent girls prefer to marry before 18.							
17. In your opinion, does marrying before age 18 have positive or negative consequences for a person? SINGLE CODE	Both positive and negative Positive Negative Neither positive or negative Unsure-don't know Refuse to answer					If both-> go to Q. 17 If negative -> go to Q. 17 If positive, neither, unsure, or refuse-> go to Q.19	
18. What are the negative consequences that someone can face by marrying before 18? MULTICODE OPEN ENDED Amend as per formative research	<i>Do not read answers, let the respondent think and answer.</i> Gender-based violence including sexual abuse Domestic violence Early pregnancy Social isolation						

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	Interruption of schooling Health risks for the girl Health risk for her children Depression Reduced freedom Highest risk of contracting HIV Less job opportunities in the future Poverty Other (specify) _____	
Note from enumerator 19. Did the respondent list three or more negative consequences? SINGLE CODE	Yes No	
20. To your knowledge: 19.1. What is the minimum legal age for marriage or when a girl can get married in your country? INTERVIEWER WRITE IN AGE	(age) Unsure-don't know	
19.2. What is the minimum legal age for marriage or when a boy can get married in your country? INTERVIEWER WRITE IN AGE	(age) Unsure-don't know	
21. In your opinion: 20.1. What age is considered too early for marriage for a girl? INTERVIEWER WRITE-IN AGE	(age) Unsure-don't know	
20.2. What age is considered too early for marriage for a boy? INTERVIEWER WRITE-IN AGE	(age) Unsure-don't know	

Amend as per context

Now, I will tell you the story of a girl who lives in this *region/district*. I will call her *Sania*, although this is not her real name. I would like you to listen carefully to her story. *Sania* is a *xxx* years old girl. She lives with her parents, *Aisha and Ahmed* (not their real names), and has 2 siblings: a younger sister and an older brother. *Sania* goes to school and helps her mother with household chores. One day, *Mounia*, *Sania's* cousin, comes over to visit *Sania's* family. They are about the same age. *Mounia's* mother announces that *Mounia* is engaged and getting married in a month's time. She strongly suggests to *Aisha* that she should also marry *Sania* soon as she is getting old for marriage. *Mounia's* mother reveals that she also knows someone from their village who is interested in marrying *Sania*.

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22. Do you agree or disagree with the following statement? Marriage is the best option for Sania and Mounia . SINGLE CODE	<i>Strongly agree</i>	<i>Somewhat Agree</i>	<i>Neither agree nor disagree</i>	<i>Somewhat Disagree</i>	<i>Strongly disagree</i>	<i>Unsure/ Don't know</i>	<i>Refuse to answer</i>
23. What would most adolescent girls in Sania's position do in this situation? SINGLE CODE	Agree to get married Ask not to get married Unsure-don't know Refuse to answer						
24. What would most parents in Aisha and Ahmed's position do in this situation? SINGLE CODE	Marry their daughter Not marry their daughter Unsure-don't know Refuse to answer						
25. What would Mounia and other girls expect Sania to do in this situation? SINGLE CODE	Agree to get married Ask not to get married Unsure-don't know Refuse to answer						
26. What would other parents expect Aisha and Ahmed to do in this situation? SINGLE CODE	Marry their daughter Not marry their daughter Unsure-don't know Refuse to answer						

Either one: amend as per context (e.g. mahir for bride wealth)

In **Sania's** community, traditions mean that the groom's family provides a bride wealth (**local term**) to the bride's family.

In **Sania's** community, traditions mean that the bride's family provides a dowry (**local term**) to the groom's family.

27. Is dowry also practiced in your community? SINGLE CODE Either one: amend as per context	Yes No Unsure- don't know Refuse to answer	If yes-> go to Q. 26.1 If no-> go to Q. 27
26.1. How many families in your community receive or pay dowry? SINGLE CODE	All Most Some Few None Unsure-don't know	

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	Refuse to answer	
26.2. Do you think such practice should be continued or discontinued (dowry worth of 0 local money)? SINGLE CODE	Continued Discontinued Unsure-don't know Refuse to answer	
26.3. In your opinion, has the practice of paying or receiving dowry increased, decreased or remained the same in your community since last year? SINGLE CODE	Increased Decreased Remained the same Unsure-don't know Refuse to answer	
27. Is bride wealth practiced in your community? SINGLE CODE Either one: amend as per context	Yes No Unsure- don't know Refuse to answer	If yes-> go to Q. 27.1 If no-> go to Q. 28 (read vignette)
27.1. How many families in your community receive or pay bride wealth? SINGLE CODE	All Most Some Few None Unsure-don't know Refuse to answer	
27.2. Do you think such practice should be continued or discontinued (bride wealth of 0 local money)? SINGLE CODE	Continued Discontinued Unsure-don't know Refuse to answer	
27.3. In your opinion, has the practice of paying or receiving bride wealth increased, decreased or remained the same in your community since last year? SINGLE CODE	Increased Decreased Remained the same Unsure-don't know Refuse to answer	

Amend as per context

Sania's parents are unsure what to do. Sania's mother, Aisha, wants to marry Sania but her father, Ahmed, disagrees. Despite discussing about whether or not to marry Sania, they cannot come up with a mutual decision.

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<p>28. Have you ever talked with other members from your household about when to marry your children? SINGLE CODE</p>	<p>Yes No Unsure- don't know Refuse to answer</p>	<p>If yes-> go to Q. 28.1 If no-> go to Q. 29</p>
<p>28.1. Who do you talk to about this? MULTICODE</p>	<p>Elderly relatives (e.g. grandparents) Spouse Other parents or caregivers in the household Sons Daughters Extended family (aunt, cousin, uncle, etc.) Other (specify) _____</p>	
<p>28.2. Has your household also ever faced disagreement between different members regarding when to marry your <u>daughters/female household members</u>? SINGLE CODE</p>	<p>Yes No Unsure- don't know Refuse to answer</p>	<p>If yes-> go to Q. 28.3 If no -> go to Q. 28.4</p>
<p>28.3. Who tend to be against marrying daughters/female household members before they turn 18? MULTICODE</p>	<p>Elderly relatives (e.g. grandparents) Spouse or other parents or caregivers in the household Myself Sons or daughters Extended family (aunt, cousin, uncle, etc.) Other (specify) _____</p>	
<p>28.4. Has your household also ever faced disagreement between different members regarding when to marry your <u>sons/male household members</u>? SINGLE CODE</p>	<p>Yes No Unsure- don't know Refuse to answer</p>	<p>If yes-> go to Q. 28.5 If no -> go to Q. 29</p>
<p>28.5. Who tend to be against marrying sons/male household members before they turn 18? MULTICODE</p>	<p>Elderly relatives (e.g. grandparents) Spouse or other parents or caregivers in the household Myself Sons or daughters Extended family (aunt, cousin, uncle, etc.) Other (specify) _____</p>	
<p>29. In the story, Sania's parents disagree on what to do. 29.1. Who do you think should make the final decision regarding when a <u>girl</u> should marry? SINGLE CODE</p>	<p>Girl herself Mother Father Older Sister</p>	

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	Older Brother Aunt Uncle Grandmother Grandfather Other (specify)_____	
29.2. Who do you think should make the final decision regarding when a <u>boy</u> should marry? SINGLE CODE	Boy himself Mother Father Older Sister Older Brother Aunt Uncle Grandmother Grandfather Other (specify)_____	

Amend as per context

In order to solve their disagreement, *Aisha and Ahmed* decide to seek advice from their religious (*local term*) and community (*local term*) leaders as their opinion on whether or not to marry *Sania* matters to them.

30. Is there anyone you talk to in order to get their opinion or advice about when to marry your children? SINGLE CODE	Yes No Refuse to answer	If yes-> go to Q. 30.1 If no-> go to Q. 31																		
30.1. Who are these people in relation to you? Ask for and list the names of each person the respondent would talk to. Then, starting with the first name, ask the person's status or role to the respondent (e.g. mother, friend, religious leader, etc.). INTERVIEWER WRITE-IN NAME AND RELATION TO RESPONDENT Amend as per formative research <i>Options for: Relation to respondent</i> 1. His/Her Mother 2. His/Her Father 3. His/Her Brother	#	Name									Relation to respondent									
	1										1	2	3	4	5	6	7	8	9	10
	2										1	2	3	4	5	6	7	8	9	10
	3										1	2	3	4	5	6	7	8	9	10
	4										1	2	3	4	5	6	7	8	9	10
	5										1	2	3	4	5	6	7	8	9	10
	6										1	2	3	4	5	6	7	8	9	10

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4. His/Her Sister 5. His/Her Neighbor 6. His/Her Uncle 7. His/Her Aunt 8. His/Her Father-in-Law 9. His/Her Mother-in-Law 10. Other(specify)	7				1	2	3	4	5	6	7	8	9	10
	8				1	2	3	4	5	6	7	8	9	10
	9				1	2	3	4	5	6	7	8	9	10
	10				1	2	3	4	5	6	7	8	9	10
30.2.How much does the opinion of (name each person listed above) influence your decision on when to marry your children? SINGLE CODE EACH ROW	#	<i>A lot</i>	<i>A little</i>	<i>Not at all</i>	<i>Unsure/ Don't know</i>			<i>Refuse to answer</i>						
	1													
	2													
	3													
	4													
	5													
	6													
	7													
	8													
	9													
10														
30.3.Do you think that (name each person listed above) thinks you should marry your <u>daughters/female household members</u> before she turns 18? SINGLE CODE EACH ROW	#	<i>Yes</i>		<i>No</i>		<i>Unsure/Don't know</i>			<i>Refuse to answer</i>					
	1													
	2													
	3													
	4													
	5													
	6													
	7													
	8													
	9													
10														
30.4.What about your <u>sons / male household members</u> ? SINGLE CODE EACH ROW	#	<i>Yes</i>		<i>No</i>		<i>Unsure/Don't know</i>			<i>Refuse to answer</i>					
	1													

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31. If you were in Sania's parents' situation, what would you decide? SINGLE CODE	Marry the daughter Not marry the daughter Unsure-don't know Refuse to answer				If not marry the daughter -> go to Q.32 If marry the daughter-> go to Q. 33	
32. You previously answered that you would not marry a daughter before she turns 18 if you were Sania's parents. How confident would you be in this decision given the following circumstances? SINGLE CODE EACH ROW Amend as per formative research Randomize statements	<i>Very confident</i>	<i>Somewhat Confident</i>	<i>Not that confident</i>	<i>Not at all confident</i>	<i>Unsure/Don't know</i>	<i>Refuse to answer</i>
32.1. Even if people that are important to me disapprove of my decision.						
32.2. Even if some community members talk badly about me or my family.						
32.3. Even if it is more difficult to find a good husband for my daughter.						
32.4. Even if I lose some friends.						
32.5. Even if it means economically supporting my daughter/female household member longer.						
32.6. Even if it means being called a bad parent.						
32.7. Even if it means being called a bad Muslim . Amend as per context						
32.8. Even if other people that are important to me repeatedly try to convince me to marry my daughter/female household member.						
32.9. Even if people make fun of me, of my family or of my daughter/female household member.						
32.10. Even if some of my household members stop talking to me.						

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32.11. Even if my daughter/female household member insists that she wants to get married.						
32.12. Even if my daughter or female household member fails or is not good at school.						
33. You previously answered that you would marry a daughter before she turns 18 if you were Sania's parents. How confident would you be in this decision given the following circumstances? Randomize statements	<i>Very confident</i>	<i>Somewhat Confident</i>	<i>Not that confident</i>	<i>Not at all confident</i>	<i>Unsure/Don't know</i>	<i>Refuse to answer</i>
33.1. Even if people that are important to me disapprove of my decision.						
33.2. Even if my daughter/female household member insists that she does not want to get married.						
33.3. Even if my daughter or female household member is good at school.						

Amend as per context

Eventually, **Aisha and Ahmed** decide **not** to marry **Sania**. They explain their decision to their family, leaders (*local term*) and community members, saying that they do not want to marry **Sania** as she is too young.

34. Now I want you to think about the people that are important to Sania's family (such as Mounia , Mounia's mother or the neighbors), how would they react to Sania's parents' decision?	
34.1. Where this end of the scale is 'praised for their decision' and this is 'shamed for their decision', where do you think Aisha and Ahmed would find themselves? Amend as per formative research	<i>Differential semantic scale</i> <i>OR</i> <i>Scale 1 - 5</i>
34.2. Where this end of the scale is 'seen as bad parents' and this is 'seen as good parents', where do you think Aisha and Ahmed would find themselves? Amend as per formative research	<i>Differential semantic scale</i> <i>OR</i> <i>Scale 1 - 5</i>
34.3. Where this end of the scale is 'gain friends' and this is 'lose friends', where do you think Aisha and Ahmed would find themselves? Amend as per formative research	<i>Differential semantic scale</i> <i>OR</i> <i>Scale 1 - 5</i>
34.4. Where this end of the scale is 'gain influence in the community' and this is 'lose influence in the community',	<i>Differential semantic scale</i> <i>OR</i> <i>Scale 1 - 5</i>

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where do you think Aisha and Ahmed would find themselves? Amend as per formative research							
34.5. Where this end of the scale is 'seen as a good girl with a good reputation' and this is 'seen as a bad girl with a bad reputation', where do you think Sania would find herself? Amend as per formative research	Differential semantic scale OR Scale 1 - 5						
34.6. Where this end of the scale is 'easily find a husband' and this is 'have difficulties finding a husband or not marry at all', where do you think Sania would find herself? Amend as per formative research	Differential semantic scale OR Scale 1 - 5						
34.7. Where this end of the scale is 'be sexually harassed' and this is 'respected by men and boys in the community', where do you think Sania would find herself? Amend as per formative research	Differential semantic scale OR Scale 1 - 5						
35. If you knew that Sania's parents decided to turn down this proposal, how likely would you be to: SINGLE CODE EACH ROW Randomize statements	<i>Very likely</i>	<i>Likely</i>	<i>Neither likely nor unlikely</i>	<i>Not likely</i>	<i>Not at all likely</i>	<i>Unsure / Don't know</i>	<i>Refuse to answer</i>
35.1. Socialize with Sania's parents.							
35.2. Let your daughter(s)/female household members be friends and play with Sania .							
35.3. Consider marrying your son or a male household member to Sania when she is ready.							
35.4. Ask them for advice regarding your daughters' or female household members' marriage.							
36. Do you agree or disagree with the following statement: Marrying children before 18 is a form of violence. SINGLE CODE	<i>Strongly agree</i>	<i>Somewhat Agree</i>	<i>Neither agree nor disagree</i>	<i>Somewhat Disagree</i>	<i>Strongly disagree</i>	<i>Unsure / Don't know</i>	<i>Refuse to answer</i>

*Now, let's forget for a moment about **Sania's** story and talk about your experience in your community.*

37. Do you agree or disagree with the following statements: SINGLE CODE EACH ROW	<i>Strongly agree</i>	<i>Somewhat Agree</i>	<i>Neither agree</i>	<i>Somewhat Disagree</i>	<i>Strongly disagree</i>	<i>Unsure / Don't know</i>	<i>Refuse to answer</i>
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			<i>nor disagree</i>				
37.1. We should stop marrying children under 18 in my community.							
37.2. I would like to live in a community where girls below 18 do not have to marry.							
37.3. Most people in my community approve of marrying children before they turn 18.							
38. In the past 3 months , have you seen, heard or read anything promoting the elimination of marriage of children under 18? SINGLE CODE	Yes No Unsure-don't know Refuse to answer					If yes -> go to Q. 39 If not -> go to Q. 41	
39. Where did you see, hear or read about that? MULTICODE	TV Radio Social media Community or religious leader Social worker or NGO staff Other household member Other community member (friends, neighbors, etc.) Theater or performance Other (specify) _____ Unsure-don't know Refuse to answer						
40A. What was the communication activity that you saw? MULTICODE	Xxx campaign Other (specify) _____ Unsure-don't know Refuse to answer						
40. In your own words, can you please tell me what the xxx (communication activity from Q.40A) tried to convey? <i>Prop: enumerator has a list of communication activities and details on the types of messages to expect.</i> SINGLE CODE EACH ROW	<i>Activity</i>	<i>Respondent could recall details and appears to have understood the message</i>	<i>Respondent could recall details but does not appear to understand the message</i>	<i>Respondent could not recall details</i>	<i>Refuse to answer</i>		
	1						
	2						
	3						

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	10			
41. To your knowledge, are any activities and/or collective discussions ending marriage of people under 18 taking place at the moment in your community? SINGLE CODE	Yes No Unsure-don't know Refuse to answer			If yes -> go to Q. 41.1 If no-> go to Q. 42 (read vignette)
41.1. Have you ever participated in or attended these activities or discussions? SINGLE CODE	Yes No Unsure-don't know Refuse to answer			If yes -> go to Q.41.2 If no-> go to Q. 41.3
41.2. Are you still participating or attending? SINGLE CODE	Yes No Unsure-don't know Refuse to answer			
41.3. Do you intend to participate or attend in the future? SINGLE CODE	Yes No Unsure-don't know Refuse to answer			

Sania's parents' decision to not marry their daughter before she turns 18 might not be the most common choice made by parents in their community.

42. Do you know any family or parent in your community who decided not to marry their daughter before 18 despite receiving good marriage proposals? SINGLE CODE	Yes No Unsure-don't know Refuse to answer		
43. Would you publicly support someone who has decided to not marry their daughter/female household member before 18 despite receiving a good marriage proposal? SINGLE CODE	Yes No Unsure-don't know Refuse to answer		

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<p>44. Would you support your married daughter/female household member or daughter-in-law if she decided to go back to school or to participate in an out-of-school life skills program or any other income generating activities? SINGLE CODE</p>	Yes No Unsure-don't know Refuse to answer							
<p>45. Do you agree or disagree with the following statements: SINGLE CODE EACH ROW</p>	<i>Strongly agree</i>	<i>Somewhat Agree</i>	<i>Neither agree nor disagree</i>	<i>Somewhat Disagree</i>	<i>Strongly disagree</i>	<i>Unsure/Don't know</i>	<i>Refuse to answer</i>	
<p>45.1.Marrying girls below 18 is positively affecting girls and women in my community.</p>								
<p>45.2.Marrying boys below 18 is positively affecting boys and men in my community.</p>								
<p>45.3.Child marriage is an important issue in my community that needs to be addressed.</p>								
<p>46. How confident are you in your capacity to influence broader community decisions on child marriage in your community? SINGLE CODE</p>	<i>Very confident</i>	<i>Somewhat Confident</i>	<i>Not that confident</i>	<i>Not at all confident</i>	<i>Unsure/Don't know</i>	<i>Refuse to answer</i>	<i>Child marriage is not a problem in my community and does not need to be addressed</i>	
<p>47. How, if at all, would you say opinions on the practice of marrying children before 18 of people in your community has have changed over the past 12 months/year? SINGLE CODE</p>	People are now more supportive People are now less supportive It is about the same Unsure- don't know Refuse to answer							
<p>48. What roles, do you think, a girl or woman can have in her life and community? MULTICODE OPEN ENDED</p>	Wife Mother Home-keeper Professional Student Income provider Other (specify)_____							

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The following questions fall slightly out of the scope of the previous questions that I have asked you. I would like to inform you that the questions I am going to ask you are those that have been asked in a standard worldwide survey. Please bear with me for a few more minutes. I would appreciate your complete honesty and cooperation in answering these slightly heavier questions.

49. Do you agree or disagree with the following statements: SINGLE CODE EACH ROW <i>Randomize statements</i>	<i>Strongly agree</i>	<i>Somewhat Agree</i>	<i>Neither agree nor disagree</i>	<i>Somewhat Disagree</i>	<i>Strongly disagree</i>	<i>Unsure/ Don't know</i>	<i>Refuse to answer</i>
49.1. A woman's most important role is to take care of the home, the children and cook for the family.							
49.2. A son's education is more important than a daughter's education if financial resources are scarce.							
49.3. A woman's main role is to be a wife and mother.							
49.4. Girls and boys should have the same opportunities for education.							
49.5. Physical violence (such as hitting, beating, slapping, etc.) is sometimes the only way to solve a disagreement.							
50. Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: SINGLE CODE EACH ROW	<i>Yes</i>	<i>No</i>	<i>Unsure-don't know</i>	<i>Refuse to answer</i>			
50.1. If she goes out without telling him?							
50.2. If she neglects the children?							
50.3. If she argues with him?							
50.4. If she refuses to have sex with him?							
50.5. If she burns the food?							
51. Who in your household usually make decisions regarding: SINGLE CODE EACH ROW	<i>Myself</i>	<i>Spouse (husband/wife)</i>	<i>Joint (myself and husband/wife)</i>	<i>Other household members (e.g. parents/in-laws)</i>	<i>Other (specify)</i>	<i>Unsure-don't know</i>	<i>Refuse to answer</i>
51.1. Visiting your family and friends.							
51.2. Healthcare expenses for yourself.							
51.3. Making large household purchase.							

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*This is the end of the interview. Do you have any questions for me/us?
Thank you so much for your time and your answers!*

Comments by enumerator:

Comments by respondent:

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TOOL 7B. CHILD MARRIAGE STANDARDISED SURVEY (ARABIC)

See annexed Word document entitled 'Survey_Child_Marriage_AR'

TOOL 7C. CHILD MARRIAGE STANDARDISED SURVEY (FRENCH)

See annexed Word document entitled 'Survey_Child_Marriage_FR'

Survey Social and Behavioral Factors related to Child Discipline

Please note that the standardized survey – as is – takes approximately 1h15min. It is **IMPERATIVE** to remove some of the questions in order to reduce the length of your (tailored) survey. Your survey should last a maximum of 45 minutes to avoid survey fatigue and subsequent inaccurate data.

Project Code		Date of interview	
Name of enumerator			
Governorate	Insert list as per context	District	Insert list as per context
Sub-district	Insert list as per context	Community	Insert list as per context
This is:	Baseline/Endline	Administrative coding	Rural area/Urban area as per context

Introduction and Consent: *Read the consent statement to the respondent.*

Hello, my name is (**your name**). We are from **xxx**. We are conducting a survey about children in your community. I would like to talk to you about child discipline. This interview usually takes about **xxx** minutes. We are also interviewing other parents/caregivers about their children. All the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know.

Do you have any question for us?

Are you willing to participate in this survey? Yes/ No (end of interview)

May I start now?

Household and Respondent's Profile			
xliv. Respondent's name INTERVIEWER WRITE IN NAME	(name)	xlvi. Respondent's Telephone number INTERVIEWER WRITE IN NUMBER	(phone number)
xlvii. Age of respondent INTERVIEWER WRITE IN AGE	(age)	xlviii. Gender of respondent SINGLE CODE	Female Male
xliv. Are you the parent or primary caregiver of a child aged 14 years or younger? SINGLE CODE <i>A primary caregiver may be a grandparent or a foster parent who is the main person responsible for a child.</i>		Yes No (end of interview)	
i. Who is the head of your household?	Male child (under 18) Female child (under 18)	li. Would you consider yourself to be the head of your household?	Yes No

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<p>SINGLE CODE Definition of household as per context</p>	<p>Male adult (18-59) Female adult (18-59) Male elderly (over 60) Female elderly (over 60)</p>				<p>SINGLE CODE</p>						
<p>lii. Can you tell me who lives in this household with you? (incl. respondent) – members living in the same house as respondent INTERVIEWER WRITE IN NUMBER Amend age bracket as per context</p>	<p>Total children U5</p>		<p>Total children (5-13)</p>		<p>Total children (14-17)</p>		<p>Total adults (18-59)</p>		<p>Total elderly (60+)</p>		<p>Total # HH members</p>
	<p>Female</p>	<p>Male</p>	<p>Female</p>	<p>Male</p>	<p>Female</p>	<p>Male</p>	<p>Female</p>	<p>Male</p>	<p>Female</p>	<p>Male</p>	
	<p>____ #</p>	<p>____ #</p>	<p>____ #</p>	<p>____ #</p>	<p>____ #</p>	<p>____ #</p>	<p>____ #</p>	<p>____ #</p>	<p>____ #</p>	<p>____ #</p>	<p>____ #</p>
<p>liii. What are the names of the children you are primarily responsible for? INTERVIEWER WRITE IN NAME, AGE AND GENDER Probe asking for age and gender of the child.</p>	<p>Name</p>		<p>Age</p>		<p>Gender (F/M)</p>		<p>Name</p>		<p>Age</p>		<p>Gender (F/M)</p>
<p>liv. Which situation best describes your household situation? SINGLE CODE Amend as per context</p>	<p>I live with my child(ren) full time I live with my child(ren) more than half the time (unequally shared custody) I live with my child(ren) half the time (equally shared custody) I live with my child(ren) less than half the time (unequally shared custody) Refuse to answer</p>										
<p>lv. You have mentioned that you are the primary caregiver of children aged 17 or younger in your household, which of the following statements best describes how involved you are in the disciplining of these children.</p>	<p>I am solely responsible for disciplining and raising the children I care for I am more involved in disciplining and raising the children I care for than other members in my household (including spouse) I am equally involved in disciplining and raising the children I care for than other members in my household (including spouse) I am less involved in disciplining and raising the children I care for than other members in my household (including spouse) I am not very involved in disciplining and raising the children I care for than other members in my household (including spouse) – only when necessary. Refuse to answer</p>										

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<p>lvi. What is your current marital status? SINGLE CODE</p>	<p>Married Widowed Divorced or Separated Single Other (specify)_____</p>	<p>lvii. Please can you tell me your status. That is, are you... SINGLE CODE</p>	<p>Refugee Host community Other (specify)_____ Internally displaced person (i.e. person who has been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who has not crossed an internationally recognized state border)</p>
<p>lviii. If IDP or Refugee, where are you from? SINGLE CODE</p>	<p>Insert list as per context</p>		
<p>lix. Ethnic background SINGLE CODE</p>	<p>Insert list as per context</p>	<p>lx. Religion SINGLE CODE</p>	<p>Insert list as per context</p>
<p>lxi. What is the highest level of education that you have completed? SINGLE CODE</p>	<p>No school Elementary High school College Higher education (professional or post-graduate) Religious schooling only Literacy classes only</p>	<p>lxii. What is the highest level of education that the head of your household has completed? SINGLE CODE DO NOT ASK IF RESPONDENT ANSWERED "YES" AT vii</p>	<p>No school Elementary High school College Higher education (professional or post-graduate) Religious schooling only Literacy classes only</p>
<p>lxiii. Who is the main breadwinner in the household? SINGLE CODE <i>Breadwinner: person who contributes most to the family income.</i></p>	<p>Myself Spouse (wife or husband) Brother or sister In-laws or parents Son or daughter Other (specify)_____ Difficult to say- Unsure</p>		

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<p><i>Ixiv. What is the occupation of the main breadwinner in the household?</i> SINGLE CODE</p>	<p>Cultivation or Farm labor Non-farm labor Household industry Self-employment Government or Private salaried job Professional business (engineer, lawyer, doctor, etc.) Rental income or Investments or Interest from savings Pension Other (specify)_____</p>
<p><i>Ixv. What is your household's primary source of income?</i> MULTICODE SELECT UP TO THREE</p>	<p>Sale of crops Sale of livestock and animal products Agricultural waged labor Non-agricultural casual labor Salaried employment Temporary / contracted employment Retirement pension Sale of assets Remittances from overseas Gifts from local family/relatives Savings Formal credits (from banks) Informal credits (from shops, friends, hosts) Sale of food aid (food vouchers or parcels) Sale of non-food assistance Cash from humanitarian organizations Other (specify)_____</p>
<p><i>Ixvi. Average household monthly income</i> SINGLE CODE</p>	<p>Insert list (salary bracket in local money) None Don't know Refuse to answer</p>

<p>1. Please complete this statement: 'To me a good parent is someone who....': MULTICODE OPEN ENDED</p>	<p><i>Do not read answers, let the respondent think and answer.</i></p> <p>A good parent loves his/her children. A good parent cares for his/her children.</p>	
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	<p>A good parent keeps his/her children safe. A good parent teaches his/her children the right values. A good parent raises his/her children as good Muslims / Christians / others. Amend as per context A good parent helps his/her children become who they want to be. A good parent supports his/her children realize their potential / be the best they can be. A good parent gives his/her children opportunity for quality education. A good parent plays and/or spends time with his/her children. A good parent is the children’s figure of authority. A good parent is a role model to his/her children. Other (specify) _____</p>	
<p>2. On a scale of 1-5, where 1 is the lowest and 5 is the highest, how would you rank yourself as a parent according to what you just defined as being a good parent? SINGLE CODE</p>	<p>5 4 3 2 1 Refuse to answer</p>	
<p>3. Would you say that the following statements are true or false: SINGLE CODE EACH ROW 3.1. I aspire to become a better parent or caregiver to my children (or to the children in my household).</p>	<p>True False Refuse to answer</p>	
<p>3.2. I would like to be less violent when disciplining or punishing my children.</p>	<p>True False Refuse to answer</p>	

From now on, we will call any discipline practices involving:

- shaking a child, hitting, beating, smacking, spanking and slapping either with hands or with an object and on any part of the body, pinching, etc.: *corporal or physical punishment*. We understand that you may weight these practices differently with some carrying more severity than others, however for the purpose of this survey we would like to group all of these practices under corporal or physical punishment.
- yelling, shouting, screaming, calling the child dumb/lazy/other names: *verbal punishment*,

Is this clear to you?

If respondent says no, please repeat and explain again.

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If you have any doubt or questions during the rest of the survey, please do not hesitate to ask me again what it meant by physical or verbal punishment and I will re-explain.

4. Do you agree or disagree with the following statements: SINGLE CODE EACH ROW	<i>Strongly agree</i>	<i>Somewhat agree</i>	<i>Neither agree nor disagree</i>	<i>Somewhat disagree</i>	<i>Strongly disagree</i>	<i>Unsure/Don't know</i>	<i>Refuse to answer</i>
4.1. When a child misbehaves, she or he needs to be punished.							
4.2. She or he needs to be punished physically, by hitting, beating, shaking him/her, smacking, slapping, pinching or spanking him or her.							
4.3. She or he needs to be punished verbally by shouting, yelling, screaming at him or her or calling a him or her dumb, lazy, or other words.							
5. You said you have (<i>check number in Q. ix</i>) children under 5 in the household, is this correct? SINGLE CODE	Yes No					If no-> go back and amend Q. ix If none-> go to Q. 7	
5.1 <i>Now I want you to think of your most challenging child under 5. Who would that be?</i> INTERVIEWER WRITE IN NAME	<i>(name)</i>						
5.2 <i>Interviewer note child age</i> INTERVIEWER WRITE IN AGE	<i>(age)</i>						
5.3 <i>Interviewer note child gender</i> INTERVIEWER WRITE IN GENDER	Male Female						
6. Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used. Please tell me if you have used this method with (<i>name</i>) in the past month. SINGLE CODE EACH ROW	<i>Yes</i>	<i>No</i>	<i>Unsure/Don't know</i>	<i>Refuse to answer</i>			

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6.1. Took away privileges, forbade something (name) liked or did not allow (him/her) to leave the house.				
6.2. Explained to (name) why (name)'s behavior was wrong.				
6.3. Shook (him/her).				
6.4. Shouted, yelled at or screamed at (him/her).				
6.5. Gave (him/her) something else to do.				
6.6. Spanked, hit or slapped (him/her) on the bottom with bare hand.				
6.7. Hit (him/her) on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object.				
6.8. Called (him/her) dumb, lazy or another name like that.				
6.9. Hit or slapped (him/her) on the face, head or ears.				
6.10. Hit or slapped (him/her) on the hand, arm, or leg.				
6.11. Beat (him/her) up, hit him/her over and over as hard as one could.				
7. You said you have (check number in Q. ix) children between 5 and 14 years old in the household, is this correct?	Yes No		If no-> go back and amend Q. ix If none -> go to Q. 9	
7.1. Now I want you to think of your most challenging child between 5-14. Who would that be? INTERVIEWER WRITE IN NAME	(name)			
7.2. Interviewer note child age INTERVIEWER WRITE IN AGE	(age)			
7.3. Interviewer note child gender INTERVIEWER WRITE IN GENDER	Male Female			

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8. Please tell me if you have used this method with <i>(name)</i> in the past month. SINGLE CODE EACH ROW	<i>Yes</i>	<i>No</i>	<i>Unsure/Don't know</i>	<i>Refuse to answer</i>
8.1. Took away privileges, forbade something <i>(name)</i> liked or did not allow <i>(him/her)</i> to leave the house.				
8.2. Explained to <i>(name)</i> why <i>(name)</i> 's behavior was wrong.				
8.3. Shook <i>(him/her)</i> .				
8.4. Shouted, yelled at or screamed at <i>(him/her)</i> .				
8.5. Gave <i>(him/her)</i> something else to do.				
8.6. Spanked, hit or slapped <i>(him/her)</i> on the bottom with bare hand.				
8.7. Hit <i>(him/her)</i> on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object.				
8.8. Called <i>(him/her)</i> dumb, lazy or another name like that.				
8.9. Hit or slapped <i>(him/her)</i> on the face, head or ears.				
8.10. Hit or slapped <i>(him/her)</i> on the hand, arm, or leg.				
8.11. Beat <i>(him/her)</i> up, hit <i>(him/her)</i> over and over as hard as one could.				
9. Are any of your children going to school at the moment? SINGLE CODE	Yes No Refuse to answer			If yes-> go to Q.9.1 If no-> go to Q. 10
9.1. Have any of your children been ever hit, shaken, beaten, smacked, slapped, pinched or spanked by a teacher? SINGLE CODE	Yes, a female child Yes, a male child No [EXCLUSIVE] Unsure- don't know [EXCLUSIVE] Refuse to answer [EXCLUSIVE]			If yes-> go to Q. 9.2 If no -> go to Q. 9.3

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<p>9.2. Did you complain to the school administration about how the teacher disciplined your child? SINGLE CODE</p>	<p>Yes No Refuse to answer</p>	
<p>9.3. Have any of your children been ever shouted at, yelled at, screamed at or been called dumb, lazy or other words by a teacher? SINGLE CODE</p>	<p>Yes, a female child Yes, a male child No [EXCLUSIVE] Unsure- don't know [EXCLUSIVE] Refuse to answer [EXCLUSIVE]</p>	<p>If yes-> go to Q.9.4 If no-> go to Q. 10</p>
<p>9.4. Did you complain to the school administration about how the teacher disciplined your child? SINGLE CODE</p>	<p>Yes No Refuse to answer</p>	
<p>10. To your knowledge: SINGLE CODE EACH ROW</p>		
<p>10.1. Is physical punishment (such as hitting, shaking him/her, beating, smacking, slapping, pinching or spanking) of a child under 15 legal or illegal in your country?</p>	<p>Illegal Legal It depends Unsure-don't know Refuse to answer</p>	
<p>10.2. To your knowledge, is verbal punishment of a child under 15 such as shouting, yelling, screaming at or calling a child dumb, lazy, or other words legal or illegal in your country?</p>	<p>Illegal Legal It depends Unsure-don't know Refuse to answer</p>	
<p>11. In your opinion: SINGLE CODE 11.1. Does physical punishment impact a child positively, negatively or has no impact?</p>	<p>No impact Unsure- don't know Positively Negatively Refuse to answer</p>	
<p>11.2. Does verbal punishment impact a child positively, negatively or has no impact? SINGLE CODE</p>	<p>No impact Unsure- don't know Positively Negatively Refuse to answer</p>	

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<p>11.3. What are the negative consequences on a child? MULTICODE OPEN ENDED Amend as per formative research</p>	<p><i>Do not read answers, let the respondent think and answer.</i></p> <p>Damage parent/caregiver-child relationship Increase aggression or aggressive behavior Lower self-esteem Increase mental problems risks Teaches that violence towards others is acceptable Other (specify) _____</p>						<p>If answered 'negatively' in Q. 11.1 and/or Q.11.2</p>
<p><i>Note from enumerator</i> 11.4. Did the respondent list three or more consequences? SINGLE CODE</p>	<p>Yes No</p>						
<p>12. Do you agree or disagree with the following statements: SINGLE CODE EACH ROW <i>Note for enumerator: reiterate definition of verbal/physical punishment whenever required.</i></p>	<i>Strongly agree</i>	<i>Somewhat agree</i>	<i>Neither agree nor disagree</i>	<i>Somewhat disagree</i>	<i>Strongly disagree</i>	<i>Unsure/Don't know</i>	<i>Refuse to answer</i>
<p>12.1. Physical punishment such as hitting, shaking a child, beating, smacking, slapping, pinching or spanking when a child misbehaves is part of a child's education.</p>							
<p>12.2. Verbal punishment such as shouting, yelling, screaming at or calling a child dumb, lazy, or other words when she or he has misbehaved is part of a child's education.</p>							
<p>12.3. It is acceptable for a father or male household member to <u>physically</u> punish a child who misbehaves.</p>							
<p>12.4. It is acceptable for a father or male household member to <u>verbally</u> punish a child who misbehaves.</p>							

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12.5. Physically punishing a child who misbehaves will make her/him a good adult.							
12.6. A father should physically discipline his children when they misbehave to assert his authority.							
12.7. In order to bring up, raise, or educate a child properly, the child should be <u>physically</u> punished when he or she misbehaves.							
12.8. In order to bring up, raise, or educate a child properly, the child should be <u>verbally</u> punished when he or she misbehaves.							
12.9. It is acceptable for a teacher to use <u>physical</u> punishment when students misbehave in school.							
12.10. It is acceptable for a teacher to use <u>verbal</u> punishment when students misbehave in school.							
13. Do you agree or disagree that hitting, shaking, beating, smacking, slapping, pinching or spanking when a child misbehaves is acceptable in the following situations: SINGLE CODE EACH ROW Amend as per formative research Randomize statements	<i>Strongly agree</i>	<i>Somewhat agree</i>	<i>Neither agree nor disagree</i>	<i>Somewhat disagree</i>	<i>Strongly disagree</i>	<i>Unsure/Don't know</i>	<i>Refuse to answer</i>
13.1. When the child is disobedient.							
13.2. When the child is impolite.							
13.3. When the child damages property.							
13.4. When the child is violent.							
13.5. When the child steals.							
13.6. When the child answers back to his/her parents or caregivers.							

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<p>14. Do you agree or disagree that shouting, yelling, screaming at or calling a child dumb, lazy, or other words when a child misbehaves is acceptable in the following situations: SINGLE CODE EACH ROW <i>Amend as per formative research</i> Randomize statements</p>	<i>Strongly agree</i>	<i>Somewhat agree</i>	<i>Neither agree nor disagree</i>	<i>Somewhat disagree</i>	<i>Strongly disagree</i>	<i>Unsure/Don't know</i>	<i>Refuse to answer</i>
14.1. When the child is disobedient.							
14.2. When the child is impolite.							
14.3. When the child damages property.							
14.4. When the child is violent.							
14.5. When the child steals.							
14.6. When the child answers back to his/her parents or caregivers.							
<p>15. In your opinion, when are the following behaviors appropriate: SINGLE CODE EACH ROW</p>	<i>Always</i>	<i>Most of the time</i>	<i>Sometimes</i>	<i>Never</i>	<i>Unsure/Don't know</i>	<i>Refuse to answer</i>	
15.1. Physical punishment such as hitting, shaking a child, beating, smacking, slapping, pinching or spanking is _____ the most effective way to discipline a <u>child under 5</u> .							
15.2. Verbal punishment such as shouting, yelling, screaming at or calling a child dumb, lazy, or other words is _____ the most effective way to discipline a <u>child under 5</u> .							
15.3. Physical punishment such as hitting, shaking a child, beating, smacking, slapping, pinching or spanking is _____ the most effective way to discipline a <u>child older than 5</u> .							
15.4. Verbal punishment such as shouting, yelling, screaming at or							

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calling a child dumb, lazy, or other words is _____ the most effective way to discipline a <u>child older than 5.</u>							
<i>Now I want you to think about how your parents disciplined you as a child.</i> 16. As a child, did your parents or caregivers ever:							
16.1. Hit, shake, beat, smack, slap, pinch, or spank you either with their hands or an object (stick, belt, shoe, etc.)? SINGLE CODE	Yes No Refuse to answer				If yes -> go to Q. 16.2 If no -> go to Q. 16.6		
Do you agree or disagree with the following statements: SINGLE CODE EACH ROW	<i>Strongly agree</i>	<i>Somewhat agree</i>	<i>Neither agree nor disagree</i>	<i>Somewhat disagree</i>	<i>Strongly disagree</i>	<i>Unsure/Don't know</i>	<i>Refuse to answer</i>
16.2. This form of discipline helped me become a better adult.							
16.3. This form of discipline helped me become a better parent.							
16.4. This form of discipline had negative consequences on my physical health.							
16.5. This form of discipline had negative consequences on my mental health.							
As a child, did your parents or caregivers ever: 16.6. Shout, yell, or scream at you, or call you dumb, lazy or any other words like that? SINGLE CODE	Yes No Refuse to answer				If yes -> go to Q. 16.7 If no -> go to vignette and Q. 17		
Do you agree or disagree with the following statements: SINGLE CODE EACH ROW	<i>Strongly agree</i>	<i>Somewhat agree</i>	<i>Neither agree nor disagree</i>	<i>Somewhat disagree</i>	<i>Strongly disagree</i>	<i>Unsure/Don't know</i>	<i>Refuse to answer</i>
16.7. This form of discipline helped me become a better adult.							

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16.8. This form of discipline helped me become a better parent.							
16.9. This form of discipline had negative consequences on my mental health.							

Amend as per context

Now, I will tell you the story of a family who lives in this *region/district (based on where the respondent is living)*. This family is composed of *Abdullah and Zaynab*, the parents, and their three children, *Ali a 12 year-old boy, five year old Mariam and Rashid*, a baby boy who is 8 months. These are not their real names. Like any children, *Mariam and Ali* sometimes misbehave. Last week, *Ali (12 year old boy)* was caught stealing sweets in the local shop. Ali explained he stole the sweets as his parents had refused to buy some for him the day before and that he was jealous of his friend who got sweets from his parents (**amend as per context**).

17. What would most parents in <i>Zaynab and Abdullah's</i> situation do? <i>(if answer is "punish", probe how)</i> MULTICODE OPEN ENDED	<i>Do not read answers, let the respondent think and answer.</i> Use physical punishment Use verbal punishment Use alternative discipline Unsure-don't know Refuse to answer	
18. What would other parents in the community expect <i>Zaynab and Abdullah</i> to do in this situation? <i>(if answer is "punish", probe how)</i> MULTICODE OPEN ENDED	<i>Do not read answers, let the respondent think and answer.</i> Use physical punishment Use verbal punishment Use alternative discipline Unsure-don't know Refuse to answer	
19. What would you expect <i>Zaynab and Abdullah</i> to do in this situation? <i>(if answer is "punish", probe how)</i> MULTICODE OPEN ENDED	<i>Do not read answers, let the respondent think and answer.</i> Use physical punishment Use verbal punishment Use alternative discipline Unsure-don't know Refuse to answer	

Amend as per context

Upon hearing about *Ali's* theft, *Zaynab* – his mother, yelled at him and called him *stupid, ignorant and lazy*. *Abdullah*, the father, decided to discipline *Ali* by slapping him and hitting him on his back with a *stick*.

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<p>20. In your opinion: 20.1 How many parents in your community use physical punishment to discipline their children? SINGLE CODE</p>	<p>All Most Some Few None Unsure-don't know Refuse to answer</p>	
<p>20.2. How many parents in your community shout, yell, scream at or call their children names to discipline them? SINGLE CODE</p>	<p>All Most Some Few None Unsure-don't know Refuse to answer</p>	
<p>21. How likely would you be to intervene if: 21.1. You saw Abdullah physically punishing Ali? SINGLE CODE</p>	<p>Very likely Likely Neither likely nor unlikely Not likely Not at all likely Refuse to answer Unsure/Don't know</p>	
<p>21.2. You saw Zaynab verbally punishing Ali? SINGLE CODE</p>	<p>Very likely Likely Neither likely nor unlikely Not likely Not at all likely Refuse to answer Unsure/Don't know</p>	

Amend as per context (local terms)

A few days after this incident, Ali's mother Zaynab meets her friend, Fatima. Zaynab tells Fatima how challenging her two eldest children can sometimes be and that she does not know how to manage their misbehaviors at times. She asks her friends for advice. Fatima tells her that whenever one of her children is misbehaving, she tries to apply what the social workers in her community call 'xxx or alternative discipline practices'.

<p>22. Have you ever heard of such discipline practices?</p>	<p>Yes</p>	<p>If yes-> go to Q. 23</p>
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<p>SINGLE CODE</p>	<p>No Refuse to answer</p>	<p>If no -> go to Q.25</p>
<p>23. Can you give me examples of xxx or alternative discipline practices? <i>Enumerator to probe if necessary.</i> MULTICODE OPEN ENDED</p>	<p><i>Do not read answers, let the respondent think and answer.</i></p> <p>Tell the child why what she or he is doing is wrong and telling him/her to stop Giving the child something else to do Take away privileges (such as toys) Forbid something the child likes Other (specify) _____</p>	
<p><i>Note from enumerator</i> 24. Did the respondent list three or more correct examples of xxx or alternative discipline practices? SINGLE CODE</p>	<p>Yes No</p>	<p>Go to Q.26</p>

Amend as per context (local terms)

*Zaynab reveals to her friend that she does not know what she means by **xxx** or alternative discipline practices. Fatima explains that whenever one of her children misbehaves she either tell her child why what she or he is doing is wrong and telling him/her to stop, giving him or her something else to do or taking away privileges (such as toys) or forbids something her child likes (e.g. playing with her friends).*

<p>25. Have you ever heard of such discipline practices? SINGLE CODE</p>	<p>Yes No Unsure- don't know Refuse to answer</p>	
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As a reminder, we call any discipline practices involving:

- shaking a child, hitting, beating, smacking, spanking and slapping either with hands or with an object and on any part of the body, pinching, etc. : *corporal (physical) punishment*,
- yelling, shouting, screaming, calling the child dumb/lazy/other names: *verbal punishment*,
- praising/rewarding good behavior, distracting the child with giving him/her something else to do, telling the child to stop the wrong behavior, telling the child why what s/he is doing is wrong, taking away privileges, forbidding something the child likes (e.g. toy), forbidding to leave the house (grounding): *alternative discipline*. **Amend as per context (local terms)**

<p>26. Where did you see, hear or read about alternative discipline practices or xxx?</p>	<p>TV Radio</p>	<p>Ask only if yes to Q. 22 or Q. 25</p>
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<p>MULTICODE</p>	<p>Social media Community/city/neighborhood or religious leader Social worker or NGO staff Other household member Other community member or parent (friends, neighbors, etc.) Theater or performance Other (specify) _____ Unsure-don't know Refuse to answer</p>	<p>If social media -> go to Q. 27 Other answers -> go to Q. 28</p>
<p>27. In the past 3 months, have you posted about or replied to posts on the internet about the abandonment of physical or verbal punishment? SINGLE CODE</p>	<p>Yes No Unsure-don't know Refuse to answer</p>	<p>If yes -> go to Q. 27.1</p>
<p>27.1. Were your posts mostly in support of or against the abandonment of physical or verbal punishment? SINGLE CODE</p>	<p>Supportive, I think physical/verbal punishment should be abandoned Against, I do not think that physical or verbal punishment should be abandoned Unsure-don't know Refuse to answer</p>	
<p>28. To your knowledge, have community/collective discussions or xxx (campaign specific activity) on the abandonment of physical and/or verbal punishment been organized in your community since the past 3 months? SINGLE CODE Amend as per context (local terms)</p>	<p>Yes No Unsure-don't know Refuse to answer</p>	<p>If yes -> go to Q. 28.1 If no -> go to Q. 29</p>
<p>28.1. Have you ever participated in or attended these activities or discussions? SINGLE CODE</p>	<p>Yes No Unsure-don't know Refuse to answer</p>	<p>If yes -> go to Q. 28.2 If no -> go to Q. 28.3</p>
<p>28.2. Are you still participating or attending? SINGLE CODE</p>	<p>Yes No Unsure-don't know Refuse to answer</p>	

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28.3. Do you intend to participate or attend in the future? SINGLE CODE	Yes No Unsure-don't know Refuse to answer								
29. According to you, how many parents or caregivers in your community <u>only</u> practice alternative discipline? SINGLE CODE <i>If necessary, reiterate examples of alternative discipline: praising/rewarding good behavior, distracting the child with giving him/her something else to do, telling the child to stop the wrong behavior, telling the child why what s/he is doing is wrong, taking away privileges, forbidding something the child likes (e.g. toy), forbidding to leave the house (grounding).</i>	All Most Some Few None Unsure-don't know Refuse to answer								
30. In your opinion, are the following alternative discipline techniques useful or not useful: SINGLE CODE EACH ROW Randomize statements	<i>Very useful</i>	<i>Somewhat useful</i>	<i>Not very useful</i>	<i>Not at all useful</i>	<i>Unsure/ Don't know</i>	<i>Refuse to answer</i>			
30.1. Praising/rewarding good behavior.									
30.2. Distracting the child by giving him/her something else to do.									
30.3. Telling the child to stop the wrong behavior.									
30.4. Telling the child why what s/he is doing is wrong.									
30.5. Taking away privileges.									
30.6. Forbidding something the child likes (e.g. toy).									
30.7. Forbidding the child to leave the house (i.e. grounding).									
31. Do you agree or disagree with the following statements?	<i>Strongly agree</i>	<i>Somewhat agree</i>	<i>Neither agree nor disagree</i>	<i>Somewhat disagree</i>	<i>Strongly disagree</i>	<i>Unsure/Don't know</i>	<i>Refuse to answer</i>		

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SINGLE CODE EACH ROW Randomize statements							
31.1. Alternative discipline techniques are more for mothers than fathers.							
31.2. It is acceptable for a father to use alternative discipline techniques when their children misbehave.							
31.3. It is more difficult to only use alternative discipline techniques with a mentally or physically disabled child							
32. In your opinion: SINGLE CODE EACH ROW	<i>Always</i>	<i>Most of the time</i>	<i>Sometimes</i>	<i>Never</i>	<i>Unsure/Don't know</i>	<i>Refuse to answer</i>	
32.1. Hitting, shaking, beating, smacking, slapping, pinching or spanking is _____the most effective way to discipline a <u>child with mental or physical disabilities</u> ?							
32.2. Shouting, yelling, screaming at or calling a child dumb, lazy, or other words is _____the most effective way to discipline a <u>child with mental or physical disabilities</u> .							
33. Do you agree or disagree with the following statements: SINGLE CODE EACH ROW	<i>Strongly agree</i>	<i>Somewhat agree</i>	<i>Neither agree nor disagree</i>	<i>Somewhat disagree</i>	<i>Strongly disagree</i>	<i>Unsure/Don't know</i>	<i>Refuse to answer</i>
33.1. Alternative discipline does not teach children important social and life skills allowing them to build a good character.							
33.2. If parents/caregivers do not use physical punishment, a child will not learn how to behave.							
33.3. Physical punishment does not damage parents/caregivers' bond with their children.							

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33.4. Verbal punishment does not damage parents/caregivers' bond with their children.							
33.5. Physical punishment increases aggressive behavior in children.							
33.6. Verbal punishment increases aggressive behavior in children.							
33.7. Physical punishment impedes a child's ability to pay attention, learn and remember.							
33.8. Verbal punishment impedes a child's ability to pay attention, learn and remember.							
33.9. Physical punishment teaches children that hitting others is acceptable.							
33.10. Other parents will think less of me or think I am not a good parent if I do not use physical punishment when my child misbehaves in public.							
33.11. When I am stressed, I tend to be harsher and have less patience with my children.							
33.12. When I am stressed, I tend to use more physical discipline with my children.							
33.13. When I am stressed I tend to use verbal punishment with my children.							

Amend as per context

Fatima tells her friends, *Zaynab*, that she prefers to use these alternative discipline techniques, as in her opinion, her children have the right not to be verbally and physically punished.

34. Do you agree or disagree with <i>Fatima</i> when she says: SINGLE CODE EACH ROW	<i>Strongly agree</i>	<i>Somewhat agree</i>	<i>Neither agree nor disagree</i>	<i>Somewhat disagree</i>	<i>Strongly disagree</i>	<i>Unsure/Don't know</i>	<i>Refuse to answer</i>
34.1. That physical punishment violates a child's dignity and integrity.							

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34.2. That verbal punishment violates a child’s dignity and integrity.							
35. Do you agree or disagree on the following statements: SINGLE CODE EACH ROW							
35.1. Physical punishment is a form of violence against children.							
35.2. Verbal punishment is a form of violence against children							

Amend as per context

The same evening, Zaynab talks to Abdullah about what Fatima told her regarding alternative discipline techniques. Following their discussion, they both agree to try these techniques out next time one of their children misbehaves instead of physical or verbal punishment.

In the story, Zaynab and Abdullah discuss different methods for disciplining their children. 36. Have you ever talked with your spouse about child discipline? SINGLE CODE	Yes No Unsure-don’t know Refuse to answer	
37. Has your household ever faced disagreement between different members regarding how to discipline children? SINGLE CODE	Yes No Unsure-don’t know Refuse to answer	
37.1. Who tends to be in favor of using physical or verbal punishment? MULTICODE	Elderly relatives (e.g. grandparents) Spouse or other parents or caregivers in the household Myself Siblings Extended family (aunt, cousin, uncle, etc.) Other (specify) _____ No one [EXCLUSIVE]	
37.2. Who tends to be in favor of using alternative practices instead? MULTICODE	Elderly relatives (e.g. grandparents) Spouse or other parents or caregivers in the household Myself Siblings Extended family (aunt, cousin, uncle, etc.)	

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	Other (specify) _____ No one [EXCLUSIVE]												
38. Is there anyone you talk to in order to get their opinion or advice about how to discipline your children? SINGLE CODE	Yes No Refuse to answer			If yes -> go to Q. 38.1. If no -> go to Q. 41									
38.1. Who are these people in relation to you? Ask for and list the names of each person the respondent would talk to. Then, starting with the first name, ask the person's status or role to the respondent (e.g. mother, friend, religious leader, etc.). INTERVIEWER WRITE IN NAME AND RELATION TO RESPONDENT Amend as per formative research <i>Options for: Relation to respondent</i> 1. His/Her Mother 2. His/Her Father 3. His/Her Brother 4. His/Her Sister 5. His/Her Neighbor 6. His/Her Uncle 7. His/Her Aunt 8. His/Her Father-in-Law 9. His/Her Mother-in-Law 10. Other(specify)	#	Name		Relation to respondent									
	1			1	2	3	4	5	6	7	8	9	10
	2			1	2	3	4	5	6	7	8	9	10
	3			1	2	3	4	5	6	7	8	9	10
	4			1	2	3	4	5	6	7	8	9	10
	5			1	2	3	4	5	6	7	8	9	10
	6			1	2	3	4	5	6	7	8	9	10
	7			1	2	3	4	5	6	7	8	9	10
	8			1	2	3	4	5	6	7	8	9	10
	9			1	2	3	4	5	6	7	8	9	10
	10			1	2	3	4	5	6	7	8	9	10
39. What kind of discipline, do you think (name each person listed above) expect you use on your children? MULTICODE EACH ROW	#	Physical punishment	Verbal punishment	Alternative discipline			Unsure- don't know [EXCLUSIVE]			Refuse to answer [EXCLUSIVE]			
	1												
	2												
	3												
	4												
	5												

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	6						
	7						
	8						
	9						
	10						
<p>40. How important is the opinion of these people regarding the way you discipline your children? SINGLE CODE EACH ROW</p>	#	<i>Very important</i>	<i>Somewhat important</i>	<i>Not very important</i>	<i>Not at all important</i>	<i>Unsure/ Don't know</i>	<i>Refuse to answer</i>
	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
10							
<p>41. Have you ever heard your community/city/neighborhood leader talk about the benefits of xxx or alternative discipline? SINGLE CODE Amend as per formative research/context</p>	<p>Yes No I don't have a community/city/neighborhood leader Unsure-don't know Refuse to answer</p>				<p>If yes -> go to Q. 41.1. If no -> go to Q. 41.2 If I don't have -> go to Q.42.</p>		
<p>41.1. How often did you hear your community/city/neighborhood leader talk about this? SINGLE CODE</p>	<p>Never Rarely Sometimes Often Unsure-don't know Refuse to answer</p>						
<p>41.2. Would you say that your community/city/neighborhood leader: SINGLE CODE</p>	<p>Encourages the use of alternative discipline Promotes physical or verbal punishment Does not have an opinion on the issue Unsure- don't know Refuse to answer</p>						

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<p>41.3. How much does the opinion of your community/city/neighborhood leader influence your decision on how to discipline your children? SINGLE CODE</p>	<p>A lot A little Not at all Unsure-don't know Refuse to answer</p>	
<p>42. Have you ever heard your religious leader talk about the benefits of xxx or alternative discipline? SINGLE CODE</p>	<p>Yes No I don't have a religious leader Unsure-don't know Refuse to answer</p>	<p>If yes -> go to Q. 42.1. If no -> go to Q. 42.2 If I don't have -> go to Q.43.</p>
<p>42.1. How often did you hear your religious leader talk about this? SINGLE CODE</p>	<p>Never Rarely Sometimes Often Unsure-don't know Refuse to answer</p>	
<p>42.2. Would you say that your religious leader: SINGLE CODE</p>	<p>Encourages the use of alternative discipline Promotes physical or verbal punishment Does not have an opinion on the issue Unsure- don't know Refuse to answer</p>	
<p>42.3. How much does the opinion of your religious leader influence your decision on how to discipline your children? SINGLE CODE</p>	<p>A lot A little Not at all Unsure-don't know Refuse to answer</p>	
<p>43. Have you ever heard any political leader talk about the benefits of xxx or alternative discipline? This could be any political leader, not necessarily one that you voted for. SINGLE CODE Amend as per formative research/context</p>	<p>Yes No I don't have a political leader Unsure-don't know Refuse to answer</p>	<p>If yes -> go to Q. 43.1. If no -> go to Q. 44 If I don't have -> go to Q.44</p>
<p>43.1. How often did you hear this political leader talk about this?</p>	<p>Never Rarely</p>	

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<p>SINGLE CODE</p>	<p>Sometimes Often Unsure-don't know Refuse to answer</p>	
<p>43.2. Would you say that this political leader: SINGLE CODE</p>	<p>Encourages the use of alternative discipline Promotes physical or verbal punishment Does not have an opinion on the issue Unsure- don't know Refuse to answer</p>	
<p>43.3. How much does the opinion of this political leader influence your decision on how to discipline your children? SINGLE CODE</p>	<p>A lot A little Not at all Unsure-don't know Refuse to answer</p>	
<p>44. Now I want you to think about how the people who are important to Zaynab and Abdullah (such as other household members, extended family members, friends or neighbors) would react to their decision to not use physical or verbal punishment after Ali's theft.</p> <p>44.1. Where this end of the scale is '<i>seen as bad parents</i>' and this is '<i>seen as good parents</i>', where do you think Zaynab and Abdullah would find themselves?</p>	<p><i>Differential semantic scale</i> OR 1 -5</p>	
<p>44.2. Where this end of the scale is '<i>shamed for their decision</i>' and this is '<i>praised for their decision</i>', where do you think Zaynab and Abdullah would find themselves?</p>	<p><i>Differential semantic scale</i> OR 1 -5</p>	
<p>44.3. Where this end of the scale is '<i>gain friends</i>' and this is '<i>lose friends</i>', where do you think Zaynab and Abdullah would find themselves?</p>	<p><i>Differential semantic scale</i> OR 1 -5</p>	

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<p>44.4. Where this end of the scale is 'be a target of ridicule from other household members or parents' and this is 'be respected by other household members or parents', where do you think Zaynab and Abdullah would find themselves?</p>	<p><i>Differential semantic scale</i> OR 1 -5</p>									
<p>45A. Now I want you to think of your most challenging child (of any age). Who would that be? INTERVIEWER WRITE IN NAME</p>	<p>(name)</p>									
<p>45B. Interviewer note child age INTERVIEWER WRITE IN AGE</p>	<p>(age)</p>									
<p>45C. Interviewer note child gender INTERVIEWER WRITE IN GENDER</p>	<p>Male Female</p>									
<p>45. Would you consider trying these methods with (name) next time she/he does something bad: SINGLE CODE EACH ROW</p>	<p>Yes</p>	<p>No</p>	<p>It depends/Maybe</p>	<p>Unsure/Don't know</p>	<p>Refuse to answer</p>					
<p>45.1. Explain to (name) why his/her behavior was wrong.</p>										
<p>45.2. Give (name) something else to do.</p>										
<p>45.3. Take away privileges or forbidding something (name) likes to do.</p>										
<p>If yes to Q. 45.1., 45.2, or 45.3. 46. On a scale of 1-10, where 1 is very easy and 10 is very difficult, how difficult do you think it would be for you to only resort to alternative discipline practices to discipline (name of most challenging child).</p>	<p>1 2 3 4 5 6 7 8 9 10 Refuse to answer</p>									

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If yes to Q. 45.1., 45.2., or 45.3. 47. Please rate this statement: SINGLE CODE EACH ROW	<i>Very confident</i>	<i>Somewhat confident</i>	<i>Not that confident</i>	<i>Not at all confident</i>	<i>Unsure/Don't know</i>	<i>Refuse to answer</i>
47.1. I feel ___ that alternative discipline practices can solve any discipline issue I can encounter with (<i>name</i>).						
48. You previously answered that you would try some of the alternative discipline practices with your most challenging child. How confident would you be in this decision given the following circumstances? SINGLE CODE EACH ROW Randomize statements	<i>Very confident</i>	<i>Somewhat confident</i>	<i>Not that confident</i>	<i>Not at all confident</i>	<i>Unsure/Don't know</i>	<i>Refuse to answer</i>
48.1. Even if people that are important to me disapprove of my decision.						
48.2. Even if some community members talk badly about me or my family.						
48.3. Even if I lose some friends.						
48.4. Even if it means being called a bad parent.						

Amend as per context

Zaynab and Abdullah's decision to not use physical or verbal punishment might not be the most common choice made by parents in their community.

49. Do you agree or disagree with the following statements: SINGLE CODE EACH ROW	<i>Strongly agree</i>	<i>Somewhat agree</i>	<i>Neither agree nor disagree</i>	<i>Somewhat disagree</i>	<i>Strongly disagree</i>	<i>Unsure/Don't know</i>	<i>Refuse to answer</i>
49.1. Physical punishment (such as hitting, shaking a child, beating, smacking, slapping, pinching or spanking) should be discontinued (stopped) in my family.							
49.2. Verbal punishment (such as shouting at, yelling, screaming or calling a child dumb, lazy,							

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or other words) should be discontinued (stopped) in my family.							
49.3. Most people in my community disapprove of physical punishment.							
49.4. Most people in my community disapprove of verbal punishment.							
50. How, if at all, would you say opinions on the use of physical punishment in your community have changed over the past 12 months/year? SINGLE CODE	People are now more supportive	People are now less supportive	It is about the same	Unsure- don't know	Refuse to answer		
51. How, if at all, would you say opinions on the use of verbal punishment in your community have changed over the past 12 months/year? SINGLE CODE	People are now more supportive	People are now less supportive	It is about the same	Unsure- don't know	Refuse to answer		
52. Among the parents and caregivers in your community, do you know anyone who uses exclusively alternative discipline practices with his or her children? SINGLE CODE	Yes	No	Unsure-don't know	Refuse to answer			
53. Have you ever heard of any family or parent in your community who has successfully solved discipline issues with their children using alternative discipline practices? SINGLE CODE	Yes	No	Unsure-don't know	Refuse to answer			
54. Would you publicly support someone who has decided not to use physical punishment on their children anymore? SINGLE CODE	Yes	No	Unsure-don't know	Refuse to answer			
55. Would you publicly support someone who has decided not to use verbal punishment on their children anymore? SINGLE CODE	Yes	No	Unsure-don't know	Refuse to answer			

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The following questions fall slightly out of the scope of the previous questions that I have asked you. I would like to inform you that the questions I am going to ask you are those that have been asked in a standard worldwide survey. Please bear with me for a few more minutes. I would appreciate your complete honesty and cooperation in answering these slightly heavier questions.

56. Do you agree or disagree with the following statements: SINGLE CODE EACH ROW	<i>Strongly agree</i>	<i>Somewhat agree</i>	<i>Neither agree nor disagree</i>	<i>Somewhat disagree</i>	<i>Strongly disagree</i>	<i>Unsure/Don't know</i>	<i>Refuse to answer</i>
56.1. It is shameful for men to take care of children or perform domestic chores.							
56.2. A woman should accept some violence from her husband to keep her family together.							
56.3. Dialogue can solve any disagreement within a family.							
56.4. Boys and men should be tough.							
57. Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: SINGLE CODE EACH ROW	<i>Yes</i>		<i>No</i>		<i>Unsure/Don't know</i>		<i>Refuse to answer</i>
57.1. If she goes out without telling him?							
57.2. If she neglects the children?							
57.3. If she argues with him?							
57.4. If she refuses to have sex with him?							
57.5. If she burns the food?							

*This is the end of the interview. Do you have any questions for me/us?
Thank you so much for your time and your answers!*

Comments by enumerator:	
Comments by respondent:	

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TOOL 8B. CHILD DISCIPLINE STANDARDISED SURVEY(ARABIC)

See annexed Word document entitled 'Survey_Child_Discipline_AR'

TOOL 8C. CHILD DISCIPLINE STANDARDISED SURVEY(FRENCH)

See annexed Word document entitled 'Survey_Child_Discipline_FR'

Annexes

ANNEX 1. QUESTIONS FROM GLOBAL SURVEYS

CHILD DISCIPLINE			
QUESTION #	QUESTION	ANSWER OPTIONS	SOURCE
Q. 6 to 6.11 and Q. 8 to 8.11	<p>Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used. Please tell me if you have used this method with <i>(name)</i> in the past month.</p> <p>SINGLE CODE EACH ROW</p> <ul style="list-style-type: none"> • Took away privileges, forbade something <i>(name)</i> liked or did not allow <i>(him/her)</i> to leave the house. • Explained to <i>(name)</i> why <i>(name)</i>'s behavior was wrong. • Shook <i>(him/her)</i>. • Shouted, yelled at or screamed at <i>(him/her)</i>. • Gave <i>(him/her)</i> something else to do. • Spanked, hit or slapped <i>(him/her)</i> on the bottom with bare hand. • Hit <i>(him/her)</i> on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object. • Called <i>(him/her)</i> dumb, lazy or another name like that. • Hit or slapped <i>(him/her)</i> on the face, head or ears. • Hit or slapped <i>(him/her)</i> on the hand, arm, or leg. • Beat <i>(him/her)</i> up, hit <i>(him/her)</i> over and over as hard as one could. 	<p>Yes No Unsure-don't know Refuse to answer</p>	MICS6 – Questionnaire for children age 5-17
Q. 57 to 57.5	<p>Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations:</p> <p>SINGLE CODE EACH ROW</p> <ul style="list-style-type: none"> • If she goes out without telling him? • If she neglects the children? • If she argues with him? • If she refuses to have sex with him? • If she burns the food? 	<p>Yes No Unsure-don't know Refuse to answer</p>	MICS6 – Questionnaire for Individual Women

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CHILD MARRIAGE			
QUESTION #	QUESTION	ANSWER OPTIONS	SOURCE
Q. 2	Have you ever lived with someone in a marriage or union or lived together with a partner as if married? SINGLE CODE	Has lived in union or marriage Has never lived in union or marriage	MICS6 – Questionnaire for Individual Women
Q. 3	Have you been married or lived with someone only once or more than once? SINGLE CODE	Only once More than once Refuse to answer	MICS6 – Questionnaire for Individual Women
Q. 4	How old were you when you started living with your husband/wife/partner? INTERVIEWER WRITE-IN AGE	(age)	MICS6 – Questionnaire for Individual Women
Q. 5	How old were you when you started living with your <u>first</u> partner (husband/wife)? INTERVIEWER WRITE-IN AGE	(age)	MICS6 – Questionnaire for Individual Women
Q. 50 to 50.5	Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: SINGLE CODE EACH ROW <ul style="list-style-type: none"> • If she goes out without telling him? • If she neglects the children? • If she argues with him? • If she refuses to have sex with him? • If she burns the food? 	Yes No Unsure-don't know Refuse to answer	MICS6 – Questionnaire for Individual Women
Q. 51 to 51.3	Who in your household usually make decisions regarding: SINGLE CODE EACH ROW Visiting your family and friends. Healthcare expenses for yourself. Making large household purchase.	Myself Spouse (husband/wife) Joint (myself and husband/wife) Other household members (e.g. parents/ in-laws) Other (specify) _____ Unsure-don't know Refuse to answer	DHS (Egypt 2014)

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FGM/C			
QUESTION #	QUESTION	ANSWER OPTIONS	SOURCE
Q. 1	Have you ever heard of cutting or female circumcision? SINGLE CODE	Yes No	MICS6 – Questionnaire for Individual Women
Q.1.1	In your country, there is a practice in which a girl may have part of her genitals cut. Have you ever heard about this practice? SINGLE CODE	Yes No	MICS6 – Questionnaire for Individual Women
Q. 8	What would most parents in Samia and Mohammed’s situation do? SINGLE CODE	Cut their daughter Not cut their daughter Unsure-don’t know Refuse to answer	Based on global indicators
Q.11	In the story, Samia and Mohammed discuss about whether or not to cut Laila . Have you ever talked with your spouse about cutting? SINGLE CODE	Yes No Unsure-don’t know Refuse to answer	Based on global indicators
Q.11.1	How often do you talk about cutting? SINGLE CODE	Only when it is relevant to our daughters or household, and we discuss it a lot. Only when it is relevant to our daughters or household, and we only discuss it a little. Outside of when it is relevant to our daughters or household, and we discuss it a lot. Outside of when it is relevant to our daughters or	Based on global indicators

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		household, and we only discuss it a little Unsure-don't know Refuse to answer	
Q. 17 to Q.17.12	<p>Now I want you to think about how the people who are important to Laila's parents (such as Laila's aunt, or their neighbors and friends) would react to their decision.</p> <ul style="list-style-type: none"> • Where this end of the scale is 'be seen as bad parents' and this is 'be seen as good parents', where do you think Samia and Mohammed would find themselves? Amend as per formative research • Where this end of the scale is 'be shamed for their decision' and this is 'be praised for their decision', where do you think Samia and Mohammed would find themselves? Amend as per formative research • Where this end of the scale is 'gain friends' and this is 'lose friends', where do you think Samia and Mohammed would find themselves? Amend as per formative research • Where this end of the scale is 'gain influence in the community' and this is 'lose influence in the community', where do you think Samia and Mohammed would find themselves? Amend as per formative research • Where this end of the scale is 'be discriminated against by other community members' and this is 'treated equally by other community members', where do you think Laila would find herself? Amend as per formative research • Where this end of the scale is 'be a target of ridicule from other community members' and this is 'be respected by other community members', where do you think Laila would find herself? Amend as per formative research • Where this end of the scale is 'be considered as a (adult) woman' and this is 'remains seen as a child', where do you think Laila would find herself? Amend as per formative research • Where this end of the scale is 'easily find a good husband' and this is 'have difficulties marrying or not marry at all', where do you think Laila would find herself? Amend as per formative research 	Differential semantic scale	Based on global indicators

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	<ul style="list-style-type: none"> • Where this end of the scale is ‘<i>be seen as healthy</i>’ and this is ‘<i>be seen as unhealthy</i>’, where do you think Laila would find herself? Amend as per formative research • Where this end of the scale is ‘<i>be seen as pure</i>’ and this is ‘<i>be seen as impure</i>’, where do you think Laila would find herself? Amend as per formative research • Where this end of the scale is ‘<i>be seen as complete</i>’ and this is ‘<i>be seen as incomplete</i>’, where do you think Laila would find herself? Amend as per formative research • Where this end of the scale is ‘<i>be shamed</i>’ and this is ‘<i>be envied</i>’, where do you think Laila would find herself? Amend as per formative research 		
18.3	Consider marrying your son or a male household member to Laila when she is ready for marriage.	Very likely Likely Neither likely nor unlikely Not at all likely Unsure-don’t know Refuse to answer	Based on global indicators
18.6	<i>If unmarried male respondents under 25</i> Consider marrying Laila when she is ready.	Very likely Likely Neither likely nor unlikely Not at all likely Unsure-don’t know Refuse to answer	Based on global indicators
Q. 20.1	Cutting should be discontinued (stopped) in my community.	Strongly agree Somewhat Agree Neither agree nor disagree Somewhat disagree Strongly disagree Unsure-don’t know Refuse to answer	Based on global indicators
Q. 20.2	Most people in my community think cutting should be abandoned.	Strongly agree Somewhat Agree	Based on global indicators

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		Neither agree nor disagree Somewhat disagree Strongly disagree Unsure-don't know Refuse to answer	
Q.21	In the past 3 months, have you seen, heard or read anything promoting the abandonment of cutting? SINGLE CODE	Yes No Unsure-don't know Refuse to answer	Based on global indicators
Q. 21.1	Where did you see, hear or read about cutting abandonment? MULTICODE	TV Radio Social media Community or religious leader Social worker or NGO staff Other household member Other community member (friends, neighbors, etc.) Medical or traditional healer-midwife Theater or performance Other (specify)_____ Unsure-don't know Refuse to answer	Based on global indicators

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<p>Q.22 to 22.3</p>	<p>To your knowledge, are any activities and/or collective discussions on the abandonment of cutting taking place at the moment in your community? SINGLE CODE Have you ever participated in or attended these activities or discussions? SINGLE CODE Are you still participating or attending? SINGLE CODE Do you intend to participate or attend in the future? SINGLE CODE</p>	<p>Yes No Unsure-don't know Refuse to answer</p>	<p>Based on global indicators</p>
<p>Q. 33</p>	<p>Have you ever participated in a public declaration in favor of eliminating the practice of cutting? SINGLE CODE</p>	<p>Yes No Unsure-don't know Refuse to answer</p>	<p>Based on global indicators</p>
<p>Q. 34</p>	<p>Who do you think should have the final say on decisions regarding a girl and woman's sexuality? SINGLE CODE</p>	<p>The girl or woman herself Other female household members (e.g. mother, grandmother, aunt, etc.) Male household members (e.g. father, brother, etc.) Other (specify)_____ Unsure-don't know Refuse to answer</p>	<p>Based on global indicators</p>
<p>Q. 35</p>	<p><i>If female respondent.</i> Have you, yourself, been cut? SINGLE CODE</p>	<p>Yes No Refuse to answer</p>	<p>MICS6 – Questionnaire for Individual Women</p>

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<p>Q. 35.1 to Q. 35.3</p>	<p><i>If female respondent and said she has been cut.</i> Now I would like to ask you what was done to you at that time. Was any flesh removed from the genital area? SINGLE CODE Was the genital area just nicked without removing any flesh? SINGLE CODE Was the genital area sewn closed? <i>If necessary, probe: Was it sealed?</i> SINGLE CODE</p>	<p>Yes No Unsure-don't know Refuse to answer</p>	<p>MICS6 – Questionnaire for Individual Women</p>
<p>Q.35.4</p>	<p>How old were you when you were cut? <i>If the respondent does not know the exact age, probe to get an estimate.</i> INTERVIEWER WRITE IN AGE</p>	<p>(age)</p>	<p>MICS6 – Questionnaire for Individual Women</p>
<p>Q.35.5</p>	<p>Who performed the cutting? SINGLE CODE</p>	<p>Doctor Nurse or Midwife Other health professional (specify)_____ Traditional 'circumciser' Traditional birth attendant Other traditional (specify)_____ Unsure-don't know Refuse to answer</p>	<p>MICS6 – Questionnaire for Individual Women</p>
<p>Q.37.1</p>	<p><i>Ask the respondent to tell you the name(s) of each daughter(s) and/or female household members, beginning with the youngest (if more than one daughter/female household member). Write down the name of each daughter/female household member. Then, ask the following questions for each daughter/female household member at a time.</i> Has (name) been cut? INTERVIEWER WRITE IN NAME + SINGLE CODE</p>	<p>Name Yes No Refuse to answer</p>	<p>MICS6 – Questionnaire for Individual Women</p>

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<p>Q. 41 to 41.5</p>	<p>Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations:</p> <ul style="list-style-type: none"> • SINGLE CODE EACH ROW • If she goes out without telling him? • If she neglects the children? • If she argues with him? • If she refuses to have sex with him? • If she burns the food? 	<p>Yes No Unsure-don't know Refuse to answer</p>	<p>MICS6 – Questionnaire for Individual Women</p>
<p>Q. 42 to 42.3</p>	<p>Who in your household usually make decisions regarding:</p> <p>SINGLE CODE EACH ROW</p> <p>Visiting your family and friends. Healthcare expenses for yourself. Making large household purchase.</p>	<p>Myself Spouse (husband/wife) Joint (myself and husband/wife) Other household members (e.g. parents/ in-laws) Other (specify)_____</p> <p>Unsure-don't know Refuse to answer</p>	<p>DHS (Egypt 2014)</p>
<p>Q. 42.4</p>	<p>Female household members attending women's groups/mentorship or leadership programs.</p>	<p>Myself Spouse (husband/wife) Joint (myself and husband/wife) Other household members (e.g. parents/ in-laws) Other (specify)_____</p> <p>Unsure-don't know Refuse to answer</p>	<p>Based on DHS</p>

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ANNEX 2. PRE-TESTING LOCATIONS

Sample Size	Targeted Distribution by Urbanization & Gender (Per Instrument)							
	Coverage	Urbanization			Gender		Total	
		Urban	Rural	Camp	Male	Female		
140 Respondents (70 Per Instrument)	Central	East Amman	8	2	-	5	5	10
		West Amman	8	2	-	5	5	10
		Zarqa	8	2	-	5	5	10
	South	Karak	2	8	-	5	5	10
		Aqaba	5	-	-	2	3	5
	North	Mafraqa	2	3	-	2	3	5
		Irbid	8	2	-	5	5	10
	Syrian Refugees	Outside Camps	5	-	-	2	3	5
		Inside Camps	-	-	5	2	3	5
	Total per Instrument							70

ANNEX 3. TRAINING MANUAL (FROM IPSOS)

2017 UNICEF Child Marriage Survey

INTERVIEWER MANUAL

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Background and objectives of the survey

The current survey is organized by UNICEF and will serve as a platform that can be adopted by other countries in the MENA region should they need to carry out such an effort. The overall purpose of the study is to understand social and behavioural factors driving caregivers/population's attitudes and behaviours in regards to child marriage as well as the practices related to child marriage that they may have carried out to the children under their care. Ultimately, the study itself will provide UNICEF's Country Offices with practical M&E tools to adapt their communication messages and to show evidence of their intervention's impact on social and behavioural changes on child marriage.

The survey has been structured to further assess the following:

- Household socio-economic and demographic conditions, including a general list of the children that fall within the caregiver's responsibilities;
- Child marriages that have already happened in the household amongst males and females;
- Awareness of cases of child marriage within their communities;
- Attitudes towards child marriage and its implications on the child's life and that of the family;
- Perceptions towards child marriage and its link to coping mechanisms;
- Caregivers' personal experiences with child marriage – if it has happened to them;
- Influencers when it comes to child marriage.

Role and responsibilities of an interviewer

Your role as an interviewer is very important for the success of the project. Please keep in mind that your work will provide valuable insights into the theme of child marriage in Jordan, so please adhere to the following general rules that will allow you to accomplish your tasks during the course of this effort:

3. Read and become fully familiar with this survey manual and with the survey questionnaire to be used to collect information from respondents.
4. Take your own detailed notes about each question in the questionnaire during training and note down any complications, questions or issues of ambiguity that you may come across during pilots or actual fieldwork.
5. Follow instructions from your field survey supervisor in locating households to be interviewed.
6. Conduct survey interviews at the respondent's house, but in a setting, that is most comfortable for the respondent to be engaged in this discussion. Ideally respondent should be alone (no other HH member) during the interview, location should be quiet, with no one eavesdropping or risk of being interrupted.
7. Informing the respondent of the duration of the survey will be important to ensure that the respondent does not opt out of the interview early on or proceed to answer questions just for the sake of completing the interview in the quickest possible manner.
8. Upon initiating the interview, it is important to clearly introduce yourself and the company that is running fieldwork for the administration of the study. Please make sure to inform the respondent of the purpose of the survey and reassure them that you are affiliated with governmental agency. You should also inform respondents that whenever they have a question regarding the interview during the session to ask it and you will do your best to provide an answer.
9. Build a good relationship with the respondent. Always be charismatic and polite. Providing the respondent your full undivided attention is key.

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10. Interview using all the relevant questions AS THEY ARE WRITTEN. Read out the questions as they appear on the tablet.
11. Read and understand the questionnaire completely in order to be able to assist the respondent where they are not clear, but DO NOT give leading prompts. For example, if the respondent is asked about hardship he/she is facing and does not know how to answer this question, please do not provide him/her with example of hardships (i.e. financial issues, discrimination, etc.) Should such a case come up, simply elaborate on the question.
12. DO NOT try to explain questions in your own words, unless paraphrasing into colloquial Arabic is needed for the respondent to understand the question. For instance, in the case where respondents are not quite sure what certain words mean in the actual question asked (particularly if they are not as educated), you may replace that word with a more commonly used version of it in non-classical Arabic in order to get the point across. Should certain words in the questionnaire need to be revisited to ensure that are properly understood by respondent, please inform your supervisor of them.
13. Write down verbatim answers as spoken WORD FOR WORD for ALL open-ended questions.
14. Consult your supervisor/team leader when you have any questions or concerns about the questionnaire or about methods of locating households, selecting respondents or collecting information.
15. Complete answers to all questions and make any corrections or additions as directed by your supervisor.
16. Conduct interviews when respondents are available and when it is convenient for them (agree on a time/day where the respondent can be contacted again if busy during first attempt).

Preparing for interview

Dress – When interviewing, it is important to look professional at all times. Your dress should be appropriate and comfortable. Do not wear anything item of clothing that may intimidate the respondent (i.e. large or expensive jewelry). It is important to make sure that the respondent is comfortable with the interviewer and/or doesn't need to filter answer in order to gain the respect of or impress the interviewer.

Supplies required – Before leaving for the field, check to make sure that you have adequate supplies for the day's work. These supplies include:

- Tablet for interviews provided by your supervisor
- This Field Survey Interviewer's Manual
- Identification documents (e.g. name badge)
- Introduction letter from UNICEF and Ipsos
- Consent forms
- Interviewer log (routing sheets)
- Pens and notepad for taking notes if needed
- Mobile Phone (include supervisor's contact information)
- Any personal items you will need to be comfortable.

Other important notes

- Make sure that your mobile phones are turned off during the interview
- Assure the respondents of anonymity BEFORE the interview starts
- DO NOT read out the options "Don't know" or "Refused". Please try very hard to get an appropriate answer before resorting to these codes. DO NOT lead or force the respondent to give you an answer.

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- For all scale questions, make sure to mention the both extremes of the scale for each question as they will change from time to time questions.
- If a respondent cannot answer a certain question, for example what is your household monthly income, ask them to provide their best estimate or guess.
- In the case that respondents were interrupted by another household member, please make sure to inform that household member that his/her feedback is appreciated, however, we interested in the answer provided by the respondent only. If this household member interferes too much, please end the interview.
- Take notes of any issues that arose during the interview (e.g. if a household member interrupted the interview and stayed for some questions, if and what questions raised tensions during the interview, which questions needed to be explained or reformulated and how, etc.).

Pre-interview procedures

During the piloting phase of this study, the interviewers will be given a debriefing session after every day of data retrieval to gauge on current receptions towards the question in the questionnaire and any areas of improvement. While in actual fieldwork (after pilot testing), interviewers will need to have morning follow-up session with the supervisors, who will then relay updates to the project coordinator. These follow-up sessions will take up to an hour every morning and will include the following:

- Updated schedule for the day.
- Syncing of tablets
- Supplies for the day (pens, contact sheets, etc.) .
- Any other information relevant e.g. security/weather.
- The list of PSUs that they will be targeting for the day.

Definition of a household

Households are defined by all those who satisfy the three conditions:

- (1) share the same meal daily,
- (2) share the same roof,
- (3) share the same budget.

Home-helpers and other live-in employees of the household should be excluded from the survey.

Inside the household, you should select one respondent and only one respondent per household.

Selecting a respondent

An eligible respondent for this study is considered someone who is a primary caregiver to the children in the household.

Definition of a Caregiver

Caregiver is defined as any **adult** in the household who is the primarily responsible for the wellbeing of the children (ages 14 or younger) in that household and is directly engaged in raising these children. The caregiver does not necessarily have to be the parent of the child. Home-helpers and other live-in employees of the household MAY NOT be considered are primary caregivers for this study.

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For households with two or more eligible respondents/caregivers (Age 18+), selection will be done by selecting the person with the next birthday. In the case of piloting, the selection of the respondent will be based on convenience and adherence to quota for pilot sample. The following rules also apply:

- In case the respondent is ill or mentally incapacitated and no other eligible primary caregiver is available, then the interviewer will need to replace the household;
- In case the primary caregiver is below the age of 18 in the household, the interviewer will need to consult with the supervisors and coordination for permission to include respondent in the sample. For the most part, another adult caregiver in the household may be chosen or the entire household will be replaced.

Elements of Consideration

The topic for this questionnaire revolves around child marriage and we will be asking parents/caregivers about their opinions towards child marriage. It is very important that the interviewers inform the respondent to be as truthful as possible and there is no need to feel like they must defend their opinions. It is important, however, to consider the following;

- It is preferable that we speak to one caregiver at the household, especially when they are not in the presence of another adult that may have some influence on the children residing in the household. The reason for this is that we do not want the primary caregiver to mask his/her answers to certain questions in order to appease the other individual in the household. For example, if the interview is being carried out with the housewife and husband is present, then the housewife may not feel comfortable of expressing her true discipline practices and opinion as it might upset her husband.
- Considering the point mentioned above, the survey should not serve as a platform that may result in issues or harm to certain individuals after the interviewer leaves.
- In case, the caregiver interrupted the respondent's interview, whereby his/her feedback may result in tension and argument, please try to diffuse the situation by either making jokes or acknowledging both point of views and informing them how it's important for you to get the respondent's opinion on this topic. If the issue is not resolved, simply end the interview on a good note (for both caregivers) and thank them for their time.

Interviewing Guidelines

Remember to build rapport with respondents. At the beginning of an interview, you and the respondent are strangers to each other and there is no basis for the respondent to be fully immersed in this interview. As such, the respondent's first impression of you will influence his/her willingness to cooperate with the survey. Be sure that your manner is always friendly.

Start off with a Positive Impression – When first approaching the respondent, do your best to make him or her feel at ease. Open the interview with a smile and greeting such as "Good Morning" or "Good Afternoon" and then proceed with introducing yourself and the purpose of your visit. If the respondent is uncomfortable with the purpose of the interview, then you may use the cover letters (Ipsos & UNICEF) to instill trust in the study.

- Explain the purpose of the survey and research in simpler terms in case the cover letters are too difficult to follow: "the primary objective of the survey is to explore the attitudes of caregivers to child marriage".

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Be Direct and Adopt a Positive Approach – Do not promote an apologetic manner or tone in the conversation. When initiating the interview do not use words such as "Are you too busy?", "Would you spare a few minutes?" or "Would you mind answering some questions?" Such questions invite refusal before you start and may be used to build conversation stoppers. Instead be more direct: "We will appreciate your time in doing this interview as your feedback and opinion are very valuable to our study."

Ensure Confidentiality of Responses when Necessary – If the respondent is hesitant or wary of how the data will be used or how it will impact him/her, take some time to inform him/her that the information you collect will remain confidential and will only be reported on aggregate level. As such, the name and content of the respondent will not be shared. Inform the respondents that their names and phone numbers would only be used for quality control and/or in the unlikely event that we need more details or clarification on the answer they provided. Additionally, don't try to persuade the respondent to take part in the study by informing him/her that others have taken it, especially those who may live in the same building to neighborhood. Always request for honesty and openness – we are not there to judge the respondents and their actions.

Good Interview Not Affected by External Factors – Try to conduct the interview in a location that is private or comfortable enough for the respondents, where there are not many distractions. This could be a room in the house or outside at some other location. Ensuring that respondent is listening and is engaged in the interview is very important in ensuring the quality of the discussion.

Be neutral throughout the interview – For the topic at hand, which is related to Child Marriage, please make sure that the respondent is honest in his/her feedback. We are not there to judge them or to inform them of what may be right or wrong. As such, we are objective. Most people are polite and will tend to give answers that they think you want to hear. It is therefore very important that you remain absolutely neutral as you ask the questions. Never, either by the expression on your face or by the tone of your voice, allow the respondent to think that he has given the "right" or "wrong" answer to the question. Never appear to approve or disapprove of any of the respondent's replies.

- If you are a parent or caregiver, do not attempt to voice your own opinion about the topic in any kind of way.
- If the respondent mentions a response and is seeking your encouragement in that opinion. Please politely direct the respondent to the next question: "Thank for your honest answer! I would like to proceed with the next question now."

If the Respondents Gives an Ambiguous Answer – try to probe in a neutral way, asking questions such as:

- "Can you explain a little more?"
- "I did not quite understand that; could you please repeat that again?"
- "There is no hurry. Take a moment to think about it."

Never Suggest Answers to the Respondent or Build on the Answer that have been Provided – If a respondent's answer is not relevant to a question, do not prompt him by saying something like "I suppose you mean that..... Is that right?" This would be considered leading – please avoid this completely. Rather, inform him/her: "Your answer is a bit unclear, would you like me to repeat the question to you again?"

Do not Change the Wording or Sequence of Questions – If the respondent has misunderstood the question, you should repeat the question slowly and clearly. If he/she still does not understand, you may

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reword the question, being careful not to alter the meaning of the original question. In fact, if the classical Arabic is not understood than converting the question to colloquial Arabic is encouraged as long as it is identical in meaning and tone to the original question. Do not overelaborate on the question so that the meaning remains intact. Do not provide examples that may be used as answers to the question.

Handle Hesitant Respondents Tactfully – If the respondent is reluctant or perhaps unwilling to answer a question, try to overcome his /her reluctance by explaining that the same question is being asked of citizens similar to you all over the country and that your answer will be reported in an aggregated format. This in turn may assure that the respondent will not be singled out for his/her feedback. If he/she still refuses, simply select REFUSED next to the question. If this happens during the pilot phase, we will need to ask why is he/she is worried about asking this question so that we may perhaps improve the questionnaire later-on. Upon completing the interview, you may try to go back to that question as only final attempt to obtain the missing information, but the respondent should not be forced to give an answer.

Do Not Make Assumptions – you should also be careful not to jump to conclusions based on previous information. Do not assume the answer to any question based on your previous experience with ‘the way people behave or think.’ The answers must always come directly from the respondent.

Be Mindful of the Way Respondents are Answering Questions – Try to the best of your ability to ensure that the respondent is comfortable enough to answer the questions related to the topic in the most honest way possible. If the respondent is answering questions in a way that obviously untruthful, please do not call them out on this. Instead, take a moment to remind him/her of the confidentiality of his/her answers and that for the purpose of this study, we would appreciate their honesty on this topic and that we are objective. In the case, the respondent keeps answering in such a manner, then please make note of this in the observation’s section so that call-backs can be done on the respondent to confirm his/her feedback.

Do Not Skip Questions – While the questionnaire will be on a tablet, physically skipping questions will not be possible. You should not attempt to skip any question by selecting “Don’t Know” or “Refused”. This will be monitored by the questionnaire software.

Do Not Hurry the Interview – Ask the questions slowly to ensure the respondent understands what he is being asked. After you have asked a question, pause and give him time to think. If the respondent feels hurried or is not allowed to formulate his own opinion he may respond with "I don't know" or give an inaccurate answer. If you feel the respondent is answering without thinking, just to speed up the interview, say to the respondent, "There is no hurry. Your opinion is very important so consider your answers carefully."

Do Not Show Any Signs of Impatience– Allow the respondent to take his/her time in responding to the questions. Do not show frustration or any signs of impatience if the respondent is quickly understanding any of the questions asked.

Do Not Show the Questionnaire to Anyone, including the respondent – For most parts of survey, the tablet must be held by the interviewer so that he/she can tactfully ask the questions, while keeping in mind the necessary questions. Scale and slider questions, however, may be shown to the respondent in order to facilitate an easier understanding of how to answer such questions.

If You are Ever Unsure, Note Out All of the Respondent’s Answers/Feedback on the Notepad/Routing Sheet – Anything out of the ordinary can also be noted on the back page or in the margins directly on a notepad or the routing sheet. The notes of course should be legible (no need to decipher).

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Prompt Before Sensitive Questions - It is important to not mention to respondent that certain questions to be asked are “sensitive”, particularly those at the end of this survey to not amp up negativity towards the questions, hence priming the respondents to consider them in a negative manner. Instead, please introduce them as follows:

“We are almost finished with this survey. For the next few questions that I will be asking you, I would appreciate your complete honesty. These questions slightly move away from the topic of XXXXX and will be benchmarked internationally across other countries who are also carrying out a similar effort.”

Introduce yourself

Follow this script the first few times you conduct interviews or until you are confident that you know how to initiate a conversation and persuade the respondent to participate in the study

Hello, my name is (**your name**). We are from Ipsos. We are conducting a survey about children in your community. I would like to talk to you about child marriage. This interview usually takes about 45 minutes. We are also interviewing other parents/caregivers about their children. All the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know.

Do you have any question for us?

Are you willing to participate in this survey? Yes/ No (end of interview)

May I start now?

- If yes: “Great! Let’s find a place where you will feel comfortable in doing this interview.”
- If no:
 - **Respondent is busy:** “I can see that you are very busy. But maybe you can take a break and answer my questions? I will really appreciate it!”
 - ❖ If yes: “Thank you very much! I will do my best to not keep you longer than necessary.”
 - ❖ If no: “I appreciate that you took time to listen to me but I understand that this is a bad time. When will be a good time for me to come back? (*This will not be considered during the pilots*)
 - **Respondent is hesitant or is afraid:** “As I said, I am representing a research organization, which is **not in any way** affiliated with the government agencies or marketing companies. We are not in the business of selling you any products or service. We are gathering information in order to better understand child marriage practices and attitudes in Jordan. Your personal answers will not be singled out and will be only reported in aggregate format. You have nothing to worry about.”
 - ❖ If yes: “Thank you very much! I really appreciate that you agreed!”
 - ❖ If no: Provide them with the cover letters to ensure trust in the purpose of the study.
 - If yes: “Thank you very much! I really appreciate that you agreed!”

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- If no: “I am very sorry to hear that. Thank you very much for your time.”
 - **Respondent is not interested in surveys:** “I have already interviewed more than 5 households in this district and people found the survey very interesting. How about we start the survey and you will then decide if you are interested or not? Maybe you will like taking part as well?”
- If yes: “Thank you very much! I really appreciate that you agreed!”
- If no: “I am very sorry to hear that. Thank you very much for your time.”

Reading questions

- Interviewers must read questions from the questionnaire word-for-word;
- Many of the questions have specific instructions for the interviewer, these are normally beside or directly underneath the question. These instructions should never be read out to the respondent.

Understanding Vignettes

Within the questionnaire, respondent will be prompt with short passages that must be read to them. These passages formulate a story upon the respondent will be asked few questions. In this questionnaire, there are several passages that are scattered in various locations within the instrument. It is important to ensure that:

- The vignettes/passages are carefully read and well understood by the respondent. If needed, the interviewer may show the passage to the respondent and have them give it one more read themselves.
- Inform the respondent that names of the individuals in the passages are made-up and to try to best to relate to the story that is being read out to them.

Concluding Interviews

Say that the interview is now over and do not forget to thank the respondent for their participation. Also inform the respondent that certain colleagues of yours may follow up on them through a very short phone call just to ensure that questionnaire has been correctly completed

Key Definitions

There are some terms that the respondent might not know. You shall be sure that the respondent fully understands the question and provide him/her with a definition provided in this section.

vi. **Head of Household:** a person for which the respondent believes to be the main decision maker of the household.

xii. **Refugee:** someone who has been forced to flee his/her country because of persecution, war, or violence. This is not restricted to only Syrian refugees in Jordan.

2017 UNICEF Child Discipline Survey

INTERVIEWER MANUAL

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Background and objectives of the survey

The current survey is organized by UNICEF and will serve as a platform that can be adopted by other countries in the MENA region should they need to carry out such an effort. The overall purpose of the study is to understand social and behavioural factors driving caregivers/population's practices and behaviours on child discipline as well as the methods they currently use to administer discipline to the children under their care. Ultimately, the study itself will provide UNICEF's Country Offices with practical M&E tools to adapt their communication messages and to show evidence of their intervention's impact on social and behavioural changes on child discipline

The survey has been structured to assess the following:

- Household socio-economic and demographic conditions, including basic information about children that fall within the caregiver's responsibilities;
- Current attitudes towards discipline practices, particularly those geared toward physical and verbal abuse;
- Discipline methods used on most challenging children across three age groups:
 - Under 5 years of age
 - Between 5 and up to 13 years of age
- Current attitudes towards the outcome of various discipline practices on children when it comes to education, being a better parent, asserting authority and so on;
- Caregivers' personal experiences with regards to how their own parents/caregivers disciplined them during their childhoods;
- Perceptions towards when certain discipline practices should be implemented by the caregivers and circumstances during which different discipline practices should be used by caregivers;
- Awareness and acceptance of alternatives discipline practices, particularly those for which UNICEF has actively supported.

Role and responsibilities of an interviewer

Your role as an interviewer is very important for the success of the project. Please keep in mind that your work will provide valuable insights into the theme of child discipline in Jordan, so please adhere to the following general rules that will allow you to accomplish your tasks during the course of this effort:

1. Read and become fully familiar with this survey manual and with the survey questionnaire to be used to collect information from respondents.
2. Take your own detailed notes about each question in the questionnaire during training and note down any complications, questions or issues of ambiguity that you may come across during pilots or actual fieldwork.
3. Follow instructions from your field survey supervisor in locating households to be interviewed.
4. Conduct survey interviews at the respondent's house, but in a setting, that is most comfortable for the respondent to be engaged in this discussion. Ideally respondent should be alone (no other HH member) during the interview, location should be quiet, with no one eavesdropping or risk of being interrupted.
5. Informing the respondent of the duration of the survey will be important to ensure that the respondent does not opt out of the interview early on or proceed to answer questions just for the sake of completing the interview in the quickest possible manner.
6. Upon initiating the interview, it is important to clearly introduce yourself and the company that is running fieldwork for the administration of the study. Please make sure to inform the

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respondent of the purpose of the survey and reassure them that you are affiliated with governmental agency. You should also inform respondents that whenever they have a question regarding the interview during the session to ask it and you will do your best to provide an answer.

7. Build a good relationship with the respondent. Always be charismatic and polite. Providing the respondent your full undivided attention is key.
8. Interview using all the relevant questions AS THEY ARE WRITTEN. Read out the questions as they appear on the tablet.
9. Read and understand the questionnaire completely in order to be able to assist the respondent where they are not clear, but DO NOT give leading prompts. For example, if the respondent is asked about hardship he/she is facing and does not know how to answer this question, please do not provide him/her with example of hardships (i.e. financial issues, discrimination, etc.) Should such a case come up, simply elaborate on the question.
10. DO NOT try to explain questions in your own words, unless paraphrasing into colloquial Arabic is needed for the respondent to understand the question. For instance, in the case where respondents are not quite sure what certain words mean in the actual question asked (particularly if they are not as educated), you may replace that word with a more commonly used version of it in non-classical Arabic in order to get the point across. Should certain words in the questionnaire need to be revisited to ensure that are properly understood by respondent, please inform your supervisor of them.
11. Write down verbatim answers as spoken WORD FOR WORD for ALL open-ended questions.
12. Consult your supervisor/team leader when you have any questions or concerns about the questionnaire or about methods of locating households, selecting respondents or collecting information.
13. Complete answers to all questions and make any corrections or additions as directed by your supervisor.
14. Conduct interviews when respondents are available and when it is convenient for them (agree on a time/day where the respondent can be contacted again if busy during first attempt).

Preparing for interview

Dress – When interviewing, it is important to look professional at all times. Your dress should be appropriate and comfortable. Do not wear any item of clothing that may intimidate the respondent (i.e. large or expensive jewelry). It is important to make sure that the respondent is comfortable with the interviewer and/or doesn't need to filter answer in order to gain the respect of or impress the interviewer.

Supplies required – Before leaving for the field, check to make sure that you have adequate supplies for the day's work. These supplies include:

- Tablet for interviews provided by your supervisor
- This Field Survey Interviewer's Manual
- Identification documents (e.g. name badge)
- Introduction letter from UNICEF and Ipsos
- Consent forms
- Interviewer log (routing sheets)
- Pens and notepad for taking notes if needed
- Mobile Phone (include supervisor's contact information)
- Any personal items you will need to be comfortable.

Other important notes

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- Make sure that your mobile phones are turned off during the interview
- Assure the respondents of anonymity BEFORE the interview starts
- DO NOT read out the options “Don’t know” or “Refused”. Please try very hard to get an appropriate answer before resorting to these codes. DO NOT lead or force the respondent to give you an answer.
- For all scale questions, make sure to mention the both extremes of the scale for each question as they will change from time to time questions.
- If a respondent cannot answer a certain question, for example what is your household monthly income, ask them to provide their best estimate or guess.
- In the case that respondents were interrupted by another household member, please make sure to inform that household member that his/her feedback is appreciated, however, we interested in the answer provided by the respondent only. If this household member interferes too much, please end the interview.
- Take notes of any issues that arose during the interview (e.g. if a household member interrupted the interview and stayed for some questions, if and what questions raised tensions during the interview, which questions needed to be explained or reformulated and how, etc.).

Pre-interview procedures

During the piloting phase of this study, the interviewers will be given a debriefing session after every day of data retrieval to gauge on current receptions towards the question in the questionnaire and any areas of improvement. While in actual fieldwork (after pilot testing), interviewers will need to have morning follow-up session with the supervisors, who will then relay updates to the project coordinator. These follow-up sessions will take up to an hour every morning and will include the following:

- Updated schedule for the day
- Syncing of tablets
- Supplies for the day (pens, contact sheets, etc.)
- Any other information relevant e.g. security/weather
- The list of PSUs that they will be targeting for the day.

Definition of a household

Households are defined by all those who satisfy the three conditions:

- (1) share the same meal daily,
- (2) share the same roof,
- (3) share the same budget.

Home-helpers and other live-in employees of the household should be excluded from the survey.

Inside the household, you should select one respondent and only one respondent per household.

Selecting a respondent

An eligible respondent for this study is considered someone who is a primary caregiver to the children in the household.

Definition of a Caregiver

Caregiver is defined as any **adult** in the household who is the primarily responsible for the wellbeing of the children (ages 14 or younger) in that household and is directly engaged in raising these children. The caregiver does not necessarily have to be the parent of the child. Home-helpers and other live-in employees of the household MAY NOT be considered are primary caregivers for this study.

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For households with two or more eligible respondents/caregivers (age 18+), selection will be done by selecting the person with the next birthday. In the case of piloting, the selection of the respondent will be based on convenience and adherence to quota for pilot sample. The following rules also apply:

- In case the respondent is ill or mentally incapacitated and no other eligible primary caregiver is available, then the interviewer will need to replace the household;
- In case the primary caregiver is below the age of 18 in the household, the interviewer will need to consult with the supervisors and coordination for permission to include respondent in the sample. For the most part, another adult caregiver in the household may be chosen or the entire household will be replaced.

Elements of Consideration

The topic for this questionnaire revolves around child discipline and we will be asking parents/caregivers about how they deal with disciplining their children. It is very important that the interviewers inform the respondent to be as truthful as possible and there is no need to feel like they must defend their actions. It is important, however, to consider the following;

- It is preferable that we speak to one caregiver at the household, especially when they are not in the presence of another adult that may have some influence on the children residing in the household. The reason for this is that we do not want the primary caregiver to mask his/her answers to certain questions in order to appease the other individual in the household. For example, if the interview is being carried out with the housewife and husband is present, then the housewife may not feel comfortable of expressing her true discipline practices and opinion as it might upset her husband.
- Considering the point mentioned above, the survey should not serve as a platform that may result in issues or harm to certain individuals after the interviewer leaves.
- In case, the caregiver interrupted the respondent's interview, whereby his/her feedback may result in tension and argument, please try to diffuse the situation by either making jokes or acknowledging both point of views and informing them how it's important for you to get the respondent's opinion on this topic. If the issue is not resolved, simple end the interview on a good note (for both caregivers) and thank them for their time.

Interviewing Guidelines

Remember to build rapport with respondents. At the beginning of an interview, you and the respondent are strangers to each other and there is no basis for the respondent to be fully immerse himself in this interview. As such, the respondent's first impression of you will influence his/her willingness to cooperate with the survey. Be sure that your manner is always friendly.

Start off with a Positive Impression – When first approaching the respondent, do your best to make him or her feel at ease. Open the interview with a smile and greeting such as "Good Morning" or "Good Afternoon" and then proceed with introducing yourself and the purpose of your visit. If the respondent is uncomfortable with the purpose of the interview, then you may use the cover letters (Ipsos & UNICEF) to instill trust in the study.

- Explain the purpose of the survey and research in simpler terms in case the cover letters are too difficult to follow: "the primary objective of the survey is to explore the attitudes and practices of caregivers to child discipline".

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Be Direct and Adopt a Positive Approach – Do not promote an apologetic manner or tone in the conversation. When initiating the interview do not use words such as "Are you too busy?", "Would you spare a few minutes?" or "Would you mind answering some questions?" Such questions invite refusal before you start and may be used to build conversation stoppers. Instead be more direct: "We will appreciate your time in doing this interview as your feedback and opinion are very valuable to our study."

Ensure Confidentiality of Responses when Necessary – If the respondent is hesitant or wary of how the data will be used or how it will impact him/her, take some time to inform him/her that the information you collect will remain confidential and will only be reported on aggregate level. As such, the name and content of the respondent will not be shared. Inform the respondents that their names and phone numbers would only be used for quality control and/or in the unlikely event that we need more details or clarification on the answer they provided. Additionally, don't try to persuade the respondent to take part in the study by informing him/her that others have taken it, especially those who may live in the same building to neighborhood. Always request for honesty and openness – we are not there to judge the respondents and their actions.

Good Interview Not Affected by External Factors – Try to conduct the interview in a location that is private and comfortable enough for the respondents, where there are not many distractions or eavesdropping from other household members (if possible). This could be a room in the house or outside at some other location. Ensuring that respondent is listening and is engaged in the interview is very important in ensuring the quality of the discussion.

Be neutral throughout the interview – For the topic at hand, which is related to Child Discipline, please make sure that the respondent is honest in his/her feedback. We are not there to judge them or to inform them of what may be right or wrong. As such, we are objective. Most people are polite and will tend to give answers that they think you want to hear. It is therefore very important that you remain absolutely neutral as you ask the questions. Never, either by the expression on your face or by the tone of your voice, allow the respondent to think that he has given the "right" or "wrong" answer to the question. Never appear to approve or disapprove of any of the respondent's replies.

- If you are a parent or caregiver, do not attempt to voice your own opinion about the topic in any kind of way.
- If the respondent mentions a response and is seeking your encouragement in that opinion. Please politely direct the respondent to the next question: "Thank for your honest answer! I would like to proceed with the next question now."

If the Respondents Gives an Ambiguous Answer – try to probe in a neutral way, asking questions such as:

- "Can you explain a little more?"
- "I did not quite understand that; could you please repeat that again?"
- "There is no hurry. Take a moment to think about it."

Never Suggest Answers to the Respondent or Build on the Answer that have been Provided – If a respondent's answer is not relevant to a question, do not prompt him by saying something like "I suppose you mean that..... Is that right?" This would be considered leading – please avoid this completely. Rather, inform him/her: "Your answer is a bit unclear, would you like me to repeat the question to you again?"

Do not Change the Wording or Sequence of Questions – If the respondent has misunderstood the question, you should repeat the question slowly and clearly. If he/she still does not understand, you may reword the question, being careful not to alter the meaning of the original question. In fact, if the classical

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Arabic is not understood than converting the question to colloquial Arabic is encouraged as long as it is identical in meaning and tone to the original question. Do not overelaborate on the question so that the meaning remains intact. Do not provide examples that may be used as answers to the question.

Handle Hesitant Respondents Tactfully – If the respondent is reluctant or perhaps unwilling to answer a question, try to overcome his /her reluctance by explaining that the same question is being asked of citizens similar to you all over the country and that your answer will be reported in an aggregated format. This in turn may assure that the respondent will not be singled out for his/her feedback. If he/she still refuses, simply select REFUSED next to the question. If this happens during the pilot phase, we will need to ask why is he/she is worried about asking this question so that we may perhaps improve the questionnaire later-on. Upon completing the interview, you may try to go back to that question as only final attempt to obtain the missing information, but the respondent should not be forced to give an answer.

Do Not Make Assumptions – you should also be careful not to jump to conclusions based on previous information. Do not assume the answer to any question based on your previous experience with ‘the way people behave or think.’ The answers must always come directly from the respondent.

Be Mindful of the Way Respondents are Answering Questions – Try to the best of your ability to ensure that the respondent is comfortable enough to answer the questions related to the topic in the most honest way possible. If the respondent is answering questions in a way that is obviously untruthful, please do not call them out on this. Instead, take a moment to remind him/her of the confidentiality of his/her answers and that for the purpose of this study, we would appreciate their honesty on this topic and that we are objective. In the case, the respondent keeps answering in such a manner, then please make note of this in the observation’s section so that call-backs can be done on the respondent to confirm his/her feedback.

Do Not Skip Questions – While the questionnaire will be on a tablet, physically skipping questions will not be possible. You should not attempt to skip any question by selecting “Don’t Know” or “Refused”. This will be monitored by the questionnaire software.

Do Not Hurry the Interview – Ask the questions slowly to ensure the respondent understands what he is being asked. After you have asked a question, pause and give him time to think. If the respondent feels hurried or is not allowed to formulate his own opinion he may respond with "I don't know" or give an inaccurate answer. If you feel the respondent is answering without thinking, just to speed up the interview, say to the respondent, "There is no hurry. Your opinion is very important so consider your answers carefully."

Do Not Show Any Signs of Impatience– Allow the respondent to take his/her time in responding to the questions. Do not show frustration or any signs of impatience if the respondent is quickly understanding any of the questions asked.

Do Not Show the Questionnaire to Anyone, including the respondent – For most parts of survey, the tablet must be held by the interviewer so that he/she can tactfully ask the questions, while keeping in mind the necessary questions. Scale and slider questions, however, may be shown to the respondent in order to facilitate an easier understanding of how to answer such questions.

If You are Ever Unsure, Note Out All of the Respondent’s Answers/Feedback on the Notepad/Routing Sheet – Anything out of the ordinary can also be noted on the back page or in the margins directly on a notepad or the routing sheet. The notes of course should be legible (no need to decipher).

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Prompt Before Sensitive Questions - It is important to not mention to respondent that certain questions to be asked are “sensitive”, particularly those at the end of this survey to not amp up negativity towards the questions, hence priming the respondents to consider them in a negative manner. Instead, please introduce them as follows:

“We are almost finished with this survey. For the next few questions that I will be asking you, I would appreciate your complete honesty. These questions slightly move away from the topic of XXXXX and will be benchmarked internationally across other countries who are also carrying out a similar effort.”

Introduce yourself

Follow this script the first few times you conduct interviews or until you are confident that you know how to initiate a conversation and persuade the respondent to participate in the study

Hello, my name is (**your name**). We are from **Ipsos**. We are conducting a survey about children in your community. I would like to talk to you about child discipline. This interview usually takes about **45** minutes. We are also interviewing other parents/caregivers about their children. All the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know.

Do you have any question for us?

Are you willing to participate in this survey?

May I start now?

- If yes: “Great! Let’s find a place where you will feel comfortable in doing this interview.”
- If no:
 - **Respondent is busy:** “I can see that you are very busy. But maybe you can take a break and answer my questions? I will really appreciate it!”
 - ❖ If yes: “Thank you very much! I will do my best to not keep you longer than necessary.”
 - ❖ If no: “I appreciate that you took time to listen to me but I understand that this is a bad time. When will be a good time for me to come back? (*This will not be considered during the pilots*)
 - **Respondent is hesitant or is afraid:** “As I said, I am representing a research organization, which is **not in any way** affiliated with the government agencies or marketing companies. We are not in the business of selling you any products or service. We are gathering information in order to better understand child discipline practices in Jordan. Your personal answers will not be singled out and will be only reported in aggregate format. You have nothing to worry about.”
 - ❖ If yes: “Thank you very much! I really appreciate that you agreed!”
 - ❖ If no: Provide them with the cover letters to ensure trust in the purpose of the study.
 - If yes: “Thank you very much! I really appreciate that you agreed!”
 - If no: “I am very sorry to hear that. Thank you very much for your time.”

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- **Respondent is not interested in surveys:** “I have already interviewed more than 5 households in this district and people found the survey very interesting. How about we start the survey and you will then decide if you are interested or not? Maybe you will like taking part as well?”
 - If yes: “Thank you very much! I really appreciate that you agreed!”
 - If no: “I am very sorry to hear that. Thank you very much for your time.”

Reading questions

- Interviewers must read questions from the questionnaire word-for-word;
- Many of the questions have specific instructions for the interviewer, these are normally beside or directly underneath the question. These instructions should never be read out to the respondent.

Understanding Vignettes

Within the questionnaire, respondent will be prompted with short passages that must be read to them. These passages formulate a story upon the respondent will be asked few questions. In this questionnaire, there are several passages that are scattered in various locations within the instrument. It is important to ensure that:

- The vignettes/passages are carefully read and well understood by the respondent. If needed, the interviewer may show the passage to the respondent and have them give it one more read themselves.
- Inform the respondent that names of the individuals in the passages are made-up and to try to best to relate to the story that is being read out to them.

Concluding Interviews

Say that the interview is now over and do not forget to thank the respondent for their participation. Also inform the respondent that certain colleagues of yours may follow up on them through a very short phone call just to ensure that questionnaire has been correctly completed.

Key Definitions

There are some terms that the respondent might not know. You shall be sure that the respondent fully understands the question and provide him/her with a definition provided in this section.

vi. **Head of Household:** a person for which the respondent believes to be the main decision maker of the household.

xii. **Refugee:** someone who has been forced to flee his/her country because of persecution, war, or violence. This is not restricted to only Syrian refugees in Jordan.

Various Questions – **Physical Punishment** or **Corporal Punishment:** are discipline practices that include shaking a child, hitting, smacking, spanking and slapping either with hand or with an object and on any part of the body, pinching, etc.

Various Questions – **Verbal Punishment:** are discipline practices that include shouting, yelling, screaming, calling the child dumb/lazy/other names.

Various Questions – **Alternative Discipline:** are discipline practices that include praising/rewarding good behavior, distracting the child with giving him/her something else to do, telling the child to stop the wrong

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behavior, telling the child why what s/he is doing is wrong, taking away privileges, forbidding something the child likes (e.g. toy), forbidding to leave the house (grounding).

Q41. **Community leader*** – a person of high or somewhat high authority in the local community, whose guidance on certain matters are often sought.

*Allow respondent to understand the term as is. The above definition may be read to help in case confusion arises. This person may be a tribal leader, community activist, police, judge, etc.

Q42. **Religious leader*** – a person (imam/sheikh/priest) who leads a mosque or church and holds an influential position in the local a community and provides religious guidance.

*Allow respondent to understand the term as is. The above definition may be read to help in case confusion arises.

Q42. **Political leader*** – a person who hold some form of political authority in the community, district or the nation.

*Allow respondent to understand the term as is. The above definition may be read to help in case confusion arises. This person may be a politician in parliament, municipality mayor, district representative, minister, etc.

ANNEX 4 A. PRE-TEST RESULTS (FROM IPSOS) – CHILD MARRIAGE



Ipsos Public Affairs
The Social Research and Corporate Reputation Specialists

Post Pilot Exercise – Questionnaire Review for UNICEF Child Marriage

January 21th, 2018

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Introduction

UNICEF has requested an instrument assessment to be carried out across different segments in the Kingdom of Jordan, including Syrian refugees within camps. Through this piloting exercise Ipsos has assisted UNICEF in providing data collection services as well as assessing the overall structure of the two instruments provided (child marriage questionnaire and child discipline questionnaire). First, these instruments underwent expert review sessions by Ipsos and were amended by UNICEF MENARO in accordance to the comments during these sessions. Pre-finalized versions of the questionnaires were then piloted in order to gauge on how well respondents would receive the instruments. This piloting exercise served as a platform through which areas of improvements were identified, to be addressed by UNICEF before passing the instruments along for a grander fieldwork activity – possibly extending across the MENA region.

This document provides a summary of the piloting exercise for the **Child Marriage** instrument as well as a review of the questionnaire. In general, the **Child Marriage** instrument aimed to uncover current child marriage practices and potential child marriage within the household, as well as providing a deep dive into the attitudes and perceptions toward child marriage and its acceptability. This instrument was designed to explore the social and behavioral factors associated with child marriage.

Overview of sampling frame for this pilot exercise is provided in the appendix.

Questionnaire Review

Overview

Overall, the child marriage questionnaire was rather well received by respondents in the pilot sample, which included seventy (70) Jordanians and Syrians of both genders. While the topic is somewhat controversial, many respondents thought it was refreshing. They were engaged in the discussion and felt that such a topic was not often discussed, even amongst peers. The average administration time of the interview was around 1 hour and 5 minutes. For the most part, respondents were able to complete the interview rather smoothly, despite its rather long administration time. This average administration time takes into account the full length of the interview from start (introduction) to finish (completion of last question).

The completion of the interview and continued engagement of the respondents were supported by the rapport established between the interviewers and the respondents, hence allowing the research team to ensure that the respondents remained patient throughout the interview, particularly after the 45-minute mark, where respondents began to ask when the interview would be ending. In order to maintain a higher response rate for the completion of the interview

upon its administration to larger sample sizes, it is advised to cut down the administration time of the instruments by reducing some of the indicators, particularly those that were deemed rather inappropriate to respondents with younger children (this is discussed later in this document).

As was the case with the child discipline survey, many respondents thought the interview was to support a cause and found the discussion itself rather educational. Respondents felt that it was making them more knowledgeable of the issue of child marriage and even more aware of where they stand in such a discussion.

Respondent/Household Participation

When conducting the interviews, it was quite easy to find female respondents to carry out the survey as they often easily identify themselves as the primary caregivers. Usually, when females participate in the study, the interviewer has a better opportunity to administer the survey to the individual alone without much interaction from other members in the household.

For male caregivers, the sampling was slightly more difficult as most male caregivers were often not at home at the time of the interview or would redirect the researchers to the female head of household as being more involved with the children. Furthermore, when male caregivers were interviewed they were often accompanied by their wives, who also listened in on the interview. This may be due to the fact that female enumerators were carrying out the interview and that it is culturally unacceptable for males to be seated closely and alone with another female guest in the household. Yet, the drawback of having male enumerators in the study is that response rate would naturally be lower amongst both male and female respondents.

Regardless of whether the mother or father in the household were interviewed, for many households, the attitudes towards child marriage appeared to be somewhat aligned amongst the partners. Yet, some differences did arise when the “ideal marriage situation” was introduced in certain questions. In such a case, the opinion of the person being interviewed was taken into consideration. Unlike the child discipline survey, the interviews run did not yield to any disputes or situations of tension amongst the caregivers in the household.

Flow of Questionnaire

In designing the instrument, two versions of the questionnaires were finalized for the piloting effort. The original format of the questionnaire was designed to introduce the vignette toward the middle of the interview. The vignette covers a story about a family that is in a position to decide whether or not they would marry off their underage daughter, particularly after her cousin of a similar age is due to be married in a month’s time. An alternative flow - known as Rota 2 - to the questionnaire was also provided. In the rota version of the instrument, the vignette is introduced rather early in the interview as a means to combat any bias or priming that may be

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created by the instrument's general questions about underage marriage and its effects on boys and girls, should they have been asked before the introduction of the vignette.

Additionally, within both formats of the questionnaire, certain questions that consisted of a battery of five or more statements were randomized. As such, when these questions were asked the order in which the statements were read out to the respondents were randomized, hence allowing each statement to be given an equal opportunity to be asked first to the respondents in the sample. However, not all battery-of-statements questions were randomized. Certain statement questions in the instrument were not randomized, since the order of the statements were designed to follow a logical flow and randomization would have disrupted the logic of these questions. It should be noted that the same questions in the original format were also randomized in the rota format.

Original Format Evaluation

Overall the flow of the original format of the questionnaire was far simpler to administer as it led way to the creation of a discussion between the respondents and the enumerators. For most of the questionnaire, the questions were relevant to one another and followed a rather systemic flow. The introduction of the vignette in the original format of the questionnaire was properly placed and was seen not to be affected by priming that may have resulted from the questions gauging on the effects of child marriage.

Rota Format Evaluation

The revised flow of the questionnaire that was used in the rota performed not as well when compared to the original flow of the instrument. The rota version of the questionnaire lacked a systemic flow and often times confused the respondents, whereby it took extra effort from the enumerators to remind the respondents of whether or not the questions asked were related to the respondent and his/her children or to the characters in the story in the vignette. Additionally, the rota introduced the vignette rather too early and the respondents were not sure where the story was going and how they were involved in the lives of the characters in the vignette.

Instrument Sensitivities

Throughout the questionnaire, respondents were asked some sensitive questions, for which they were provided with the option not to answer. However, for the most part, almost all respondents did not feel offended to answer these sensitive questions. In fact, the respondents also felt comfortable sharing the names of their children in the interview, even when the option to provide fake names was presented to them. Additionally, respondents were open to sharing their contact information, particularly when the purpose of the quality checks that were to be performed by Ipsos were explained.

Yet, it is worth mentioning that was some disconnect between the topic at hand and the introduction of MICS domestic violence questions towards the end of the survey. While the

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respondents did provide their feedback on these questions, many prompted the interviewers with questions as to “what is the purpose for asking such questions” and “what do they have to do with topic of child marriage”. Based on the rapport created between the interviewers and the respondents, the team was able to obtain answers to these questions. It is worth mentioning, however, that researchers upon approaching this section of the interview were instructed to inform the respondents the following:

“We are almost finished with this survey. For the next few questions that I will be asking you, I would appreciate your complete honesty. These questions slightly move away from the topic of child marriage and will be benchmarked internationally across other countries who are also carrying out a similar effort.”

It is important to note that the term “sensitive” was not used in the instruction so as to not amp up negativity towards the questions, hence priming the respondents’ answers. In fact, informing them that their responses will be compared to international metric helped convey the importance of the questions better. However, the option to answer, “don’t know” was used by a few who may have felt ashamed to provide their answers to some of the questions.

Areas of Improvement

The questionnaire does need some tweaking across certain questions. Some of these simple revisions have been annotated in the original format of the questionnaire used for piloting. In summary, the following includes a list of elements that should perhaps be addressed in the final version of the questionnaire:

Caregiver Definition (v)

The current survey does include a question that confirms the respondent’s role as a primary caregiver. The term primary, however, is quite arbitrary and in Jordanian/Syrian culture, both the mother and father would naturally assume this role. As such, it is advised that a question is added to explore the level the mother or father has when it comes to raising the children. Such a question will help UNICEF segment parents according to their level of engagement and which groups are mostly likely to propel change in the marriage and child raising habits exhibited in Jordan.

Our suggestion is to include a question along the lines of the following (after question ‘x’):

“You have mentioned that you are the primary caregiver of children aged 17 or younger in your household, which of the following statements best describes how involved you are in the raising of these children:

List, Single Response

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A	I am solely responsible for raising the children I care for
B	I am more involved in raising the children I care for than other members in my household (including spouse)
C	I am equally involved in raising the children I care for than other members in my household (including spouse)
D	I am less involved in raising the children I care for than other members in my household (including spouse)
E	I am not very involved in raising the children I care for in my household (including spouse) – only when necessary.

Ensuring Cultural and Traditional Appropriateness (Q2 – Q6)

The questionnaire starts off with a series of questions gauging on the marriage and living situations of the caregivers being interviewed. These questions were altered slightly to ensure that they are more appropriate to the cultural norms of the Jordan. As such, the term “partner” was removed and the questions were only asked in regard to the respondent’s spouse. Also insinuating that the respondent has lived with someone in an unwed manner can be considered disrespectful and should be avoided.

The Minimum Age is Needed (Q10 – Q11)

While respondents were quite aware of the topic at hand, they did feel that the questions about early age marriage toward their younger children (those who are younger than 6 years old) were rather silly and perhaps should not be asked from the start. Enumerators also felt uncomfortable to ask 10.1 and/or 11.1 to the caregiver, particularly when the child in question is quite young – either a baby or a toddler. As such, it is advised that a minimum age to the children included in 10.1 and/or 11.1 in placed so that that the seriousness of the survey and topic are not affected.

Repetition (Q15)

Some statements mentioned in Q15, such as 15.7, 15.8, 15.9 and 15.10 seemed a bit repetitive especially since the respondents were asked at the harm caused by underage marriage in two different ways and across two different dimensions (boy and girl levels). This confused the respondents as they had already believed that they had provided answers to the statements earlier. Researchers in this case were trained to re-read the statement in order to point out the slight differences in the statements and how respondents may need to differentiate between “harm” and “harmless”. Also, within this question was statement 15.12, which needed to clarify with some context as the respondents believed that settling alliances is different than managing disputes.

Legal and Appropriate Age of Marriage (Q19 & Q20)

Q19 and Q20 seem to be rather simple questions, however, some respondents (nearly 20% of the pilot sample) felt that the ages provided for these questions should be different amongst males and females. This was quite surprising, particularly for Q19, where Jordan’s legal age for marriage is uniform amongst both genders – hence identifying that there is a misconception

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amongst Jordanians about the equity that exists between males and females. Also, for Q19, a few Syrian refugees had a difficult time answering this question as they are not entirely familiar with the Jordanian legal system (as the question was asked about Jordan since they currently residing in this country). As such, a “don’t know” option may be needed or perhaps rephrasing the statement to mention Jordan and following it up with a question about the legal age of marriage in Syria. It should be noted that for these questions Syrians often provided answers based on their current residency in Jordan, which may be different from how they would have answered the question if it was reflective of Syria.

Vignette

The vignette include in the child marriage questionnaire was simple enough for the researcher and respondent to relate to. However, it was rather too general, whereby respondents wanted to have a better idea of whom Sania’s suitor would be and whether or not it would have been a good opportunity for the family. Once again, it is quite clear that both Jordanians and Syrians want to be able to justify the reasoning for their decisions in the questions related to the vignette. In addition to obtaining more details about the suitor, the respondents also wanted to receive more context in the socio-economic situation of the family (in such situations, researchers informed the respondents to consider Sania’s family status to be similar to that of the respondent’s family) as well as the educational background of Sania, herself. Some argued that if she was a good student and was performing well at school then being married at an early age would not be a wise decision on the parent’s end.

Besides providing context to the story, it is worth revisiting the names selected in the vignette as they are not very common in Jordan or the Levant. In fact, the names of Sania and Mounia are very Egyptian. In order to avoid any biases in the respondent’s answers due to their perceptions of Egyptians, it is important to consider other names for the vignette. During piloting, the researchers informed the respondents that these are not at all real names to consider the family in the story to be similar to theirs.

Bridal Wealth & Islam

Q26 and its subset questions should not be asked as the provision of the “dowry” is not practiced in Jordan and many other Islamic countries in the region. As such, bridal wealth should be considered (Q27 and subset questions). However, questions related to the discontinuation of bridal wealth (Q27.2 & Q27.3) should be rephrased. Bridal Wealth or Mahir is a right for women in Islam and is part of Islamic law. With that said, asking about its discontinuation is not sensible to Jordanians and Syrians, as respondents are not in the position to change Islamic Law. For these questions, respondents should instead be asked if families accepting bridal wealth or Mahir of 0 JOD value has increased, decreased or stayed the same and so on.

Another clash with Islamic tradition was also seen in statement 32.7, where some respondents (around 7%) mentioned that if the child requested to be married and the parents deny him/her

that right, they would have not adhered to Islamic practices. Therefore, this statement may need to be revised with some more context.

Positive Statements for Agreeability Scale (Q45.1 and 45.2)

It advised to use positive phrasing of certain statements, particularly when using an agreeability scale. The use of negatively phrased statements, particularly for Q45, need to be readjusted as they were difficult for respondents to interpret.

Community

Community related questions need further clarifications. While respondents were asked to answer community-based questions based on their own understanding of the term community, many requested assistance in clarifying this term. Researchers were asked to explain community as the network of people with which the respondent interacts. For Syrian refugees two communities often exist – those made up of the host community and those including other Syrian refugees. In such situations, Syrian were asked to refer to the community they interact with the most as well impact their attitudes toward child marriage. It is important to know that opinions of these two communities towards child marriage is rather different and more context should be placed in the questionnaire for Syrian refugees to ensure that reporting is as accurate as possible. A clear example of this can be seen amongst Syrians in camps where many were open to the idea of underage marriage if the opportunity was right. However, a larger sample is needed to verify this insight as the camp management has been holding sessions to inform Syrians of underage marriage.

It is interesting to note that while running the pilot, certain Jordanian communities had rather polarizing opinions toward child marriage. This was particularly seen amongst those residing in Karak. Certain tribes in Karak were working together to combat underage marriage and they were doing so by holding regular tribal meetings and informing their community members to be cautious of marrying their daughters at a young age. However, within the same community, other tribes were approving of underage marriage and are open to discuss the plans they had for their daughters

Appendix: Sampling Methodology and Sample Sizes

For the purpose of this exercise, in which two instruments had been administered, Ipsos had carried them out through use of a quantitative research methodology. Each instrument (child discipline and child marriage) received 70 complete interviewers (total 140 interviews) and the geographical coverage spanned across the north, south and central regions of the Kingdom as well as amongst the Syrian refugee population (in Al Za'atari Camp).

In carrying out these interviews, Ipsos had targeted high-density districts within the urban/rural divisions of each visited governorates. PSUs (primary sampling units) had been set within these

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chosen districts and the piloting team followed a dwelling/household skipping methodology to ensure randomness in the types of households selected.

The table below summarizes the sampling specifications of this exercise:

Sample Size	Coverage	Methodology	Respondent Criteria
140 Respondents (70 each instrument)	North, South, Central & Syrian in and outside Camps*	CAPI (Computer Assisted Personal Interviews) Admin time: 45 Minutes	Child Care-Givers in Household

Additionally, a detailed breakdown of the demographic mix of respondents that had been included in the pre-testing exercise is listed below.

Sample Size	Targeted Distribution by Urbanization & Gender (Per Instrument)							
	Coverage	Urbanization			Gender		Total	
		Urban	Rural	Camp	Male	Female		
140 Respondents (70 Per Instrument)	Central	East Amman	8	2	-	5	5	10
		West Amman	8	2	-	5	5	10
		Zarqa	8	2	-	5	5	10
	South	Karak	2	8	-	5	5	10
		Aqaba	5	-	-	2	3	5
	North	Mafrqa	2	3	-	2	3	5
		Irbid	8	2	-	5	5	10
	Syrian Refugees	Outside Camps	5	-	-	2	3	5
		Inside Camps	-	-	5	2	3	5
	Total per Instrument							70



Ipsos Public Affairs
The Social Research and Corporate Reputation Specialists

Post Pilot Exercise – Questionnaire Review for UNICEF

Child Discipline

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Introduction

UNICEF has requested an instrument assessment to be carried out across different segments in the Kingdom of Jordan, including Syrian refugees within camps. Through this piloting exercise Ipsos has assisted UNICEF in providing data collection services as well as assessing the overall structure of the two instruments provided (child marriage questionnaire and child discipline questionnaire). First, these instruments underwent expert review sessions by Ipsos and were amended by UNICEF MENARO in accordance to the comments during these sessions. Pre-finalized versions of the questionnaires were then piloted in order to gauge on how well respondents would receive the instruments. This piloting exercise served as a platform through which areas of improvements were identified, to be addressed by UNICEF before passing the instruments along for a grander fieldwork activity – possibly extending across the MENA region.

This document provides a summary of the piloting exercise for the **Child Discipline** instrument as well as a review of the questionnaire. In general, the **Child Discipline** instrument was designed to provide a deeper understanding of the discipline practices that are followed by care-givers/parents and their direct and indirect attitudes, opinions and practices toward physical (corporal), verbal and alternative discipline. As such, the instrument included components that explore the social and behavioral factors associated with child discipline.

Overview of sampling frame for this pilot exercise is provided in the appendix.

Questionnaire Review

Overview

Generally, the questionnaire and topic were well-received by both Jordanians and Syrians respondents as well as by both genders. The topic was engaging and relevant enough for the parents/care-givers to answer most questions without having to cite “don’t know” or “refuse” answers. In fact, it was depth of the topic that allowed many of the respondents to complete the questionnaire till end, despite its average administration time of almost 1 hour and 15 minutes. This average administration time takes into account the full length of the interview from start (introduction) to finish (completion of last question). Sometimes the administration time would exceed this limit, especially when the parent/care-giver talk about the effects/ or were justifying how they were disciplined when they were younger (particularly when reaching Q16). Although there for many respondents the way they were disciplined didn’t really affect their current parenting behavior, many did believe that their own parents were doing the right thing at the time.

The completion of the interview was supported by the rapport established between the interviewers and the respondents, hence allowing the research team to ensure that the respondents remained patient throughout the interview, particularly after the 40-minute mark, where the respondents begin to ask when the interview will be ending. In order to maintain a higher response rate for the completion of the interview upon its administration to larger sample sizes, it is advised to cut down the administration time of the instruments by reducing some of the indicators, particularly those that were deemed repetitive by the respondents (will be discussed later in this document).

It is worth mentioning that for many of the respondents, the survey was thought to be quite enlightening towards child discipline practices. Respondents felt that it was making them more aware of the issues they have with their parenting styles. Although the main purpose of the survey is not to endorse an awareness campaign of any sort, respondents were quite pleased with what they learned through the survey. For instance, respondents were interested to see that the alternative discipline is a viable parenting practice and that it should perhaps be tried.

Respondent/Household Participation

When conducting the interviews, it was quite easy to find female respondents to carry out the survey as they often easily identify themselves as the primary caregivers. Usually, when female respondents participate in the study, the interviewer has a better opportunity to administer the survey to the individual alone without much interaction from other members in the household.

For male caregivers, the sampling was slightly more difficult as most male caregivers are often not at home at the time of the interview or would redirect the researchers to the female head of household as being more involved with the children. Nevertheless, when male caregivers were interviewed they were often accompanied by their wives, who also listened in on the interview. This may be due to the fact that female enumerators were carrying out the interview and that it is culturally unacceptable for males to be seated closely and alone with another female guest in the household. Yet, the drawback of having male enumerators in the study is that response rate would naturally be lower amongst both male and female respondents.

While most male respondents were honest about the feedback they provided in the interviews, sometimes they would be questioned by their wives in the midst of the interview. In certain situations, this created tension between the couples. In order to ensure that the research does not create any further conflict for the family at home, the researcher would try to end the interview on a positive note and defuse the conflict to the best of their ability. This may lead to two outcomes – 1) the interviewer may see it best to cut the interview short before completion or 2) if the situation improves would continue with the interview until the end.

Flow of Questionnaire

In designing the instrument, two versions of the questionnaires were finalized for the piloting effort. The original format of the questionnaire was designed to introduce the vignette, where a story about a child stealing and the decision-making stages that the parents in the story go through in order to discipline the child is read to the respondents at different segments within the questionnaire, toward the middle of the interview. An alternative flow- known as rota 2 - to the questionnaire was also provided. In the rota version of the instrument, the vignette is introduced rather early in the interview as a means to combat any bias or priming that may be created by the instrument's general discipline behaviours and practices questions, should they have been asked before the introduction of the vignette.

Additionally, within both formats of the questionnaire, certain questions that consisted of a battery of five or more statements were randomized. As such, when these questions were asked the order in which the statements were read out to the respondents were randomized, hence allowing each statement to be given an equal opportunity to be asked first to the respondents in the sample. However, not all battery-of-statements questions were randomized. Certain statement questions in the instrument were not randomized, since the order of the statements were designed to follow a logical flow and randomization would have disrupted the logic of these questions. It should be noted that the same questions in the original format were also randomized in the rota format.

Original Format Evaluation

Overall the flow of the original format of the questionnaire was simple enough to transform the interview into a discussion, which helped keep the respondents engaged. For most of the questionnaire the questions were relevant to one another and followed a rather systemic flow. The introduction of the vignette in the original format of the questionnaire was properly placed and was seen not to be affected by priming that may have resulted from the questions gauging on regular discipline behaviors practiced by the parents/caregivers.

Rota Format Evaluation

The original format of the questionnaire out-performed the revised format of vignette (rota 2). This was mostly due to the more systemic and sensible flow of the questionnaire mentioned earlier. In addition to being more complex to flow, starting off too soon with the vignette was relatively confusing for most respondents to comprehend the topic at hand and the purpose of the interview. It also led way for many to believe that the questions were very repetitive and to some extent considered that the questionnaire was designed to trick them. For instance, when asked about what respondents would do in the place of the parents in the story and then later on in the interview asked about their very current discipline behaviors, some respondent would double check to see if their answer were somewhat aligned with the parents they projected themselves to be in the story. Others, however, would justify the differences in their answers.

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The main objective of the alternatively constructed questionnaire (rota 2) was to mitigate any form of priming that may result from the introduction of the behavior questions before the placement of the vignettes in the original format of the questionnaire. However, according to enumerator observations during the pilots some respondents felt a responsibility to demonstrate their best projected selves in terms of parenting when it came to providing their stance on the situation presented in the scenario. In other words, the rota may have in fact primed the respondents to be more ideal in their parenting tactics than intended. As such, it is advised to perhaps to continue this survey in its original flow, should this effort be carried out on a larger scale.

Instrument Sensitivities

Throughout the questionnaire, respondents were asked some sensitive questions, for which they were provided with the option not to answer. However, for the most part, almost all respondents did not feel offended to answer these sensitive questions. In fact, the respondents also felt comfortable sharing the names of their children in the interview, even when the option to provide fake names was presented to them. Additionally, respondents were open to sharing their contact information, particularly when the purpose of the quality checks that were to be performed by Ipsos were explained.

Yet, it is worth mentioning that there was some disconnect between the topic at hand and the introduction of MICS domestic violence questions towards the end of the survey. While the respondents did provide their feedback on these questions, many prompted the interviewers with questions as to “what is the purpose for asking such questions” and “what do they have to do with topic of child discipline”. Based on the rapport created between the interviewers and the respondents, the team was able to obtain answers to these questions. It is worth mentioning, however, that researchers upon approaching this section of the interview were instructed to inform the respondents the following:

“We are almost finished with this survey. For the next few questions that I will be asking you, I would appreciate your complete honesty. These questions slightly move away from the topic of child discipline and will benchmarked internationally across other countries who are also carrying out a similar effort.”

It is important to note that the term “sensitive” was not used in the instruction so as to not amp up negativity towards the questions, hence priming the respondents’ answers. In fact, informing them that their responses will be compared to international metric helped convey the importance of the questions better. However, the option to answer, “don’t know” was used by a few who may have felt ashamed to provide their answers to some of the questions.

Areas of Improvement

The questionnaire does need some tweaking across certain questions. Some of these simple revisions have been annotated in the original format of the questionnaire used for piloting. In summary, the following includes a list of elements that should perhaps be addressed in the final version of the questionnaire:

Caregiver Definition (v)

The current survey does include a question that confirms the respondent's role as a primary caregiver. The term primary, however, is quite arbitrary and in Jordanian/Syrian culture, both the mother and father would naturally assume this role. As such, it is advised that a question is added to explore the level the mother or father has when it comes to disciplining and raising the children. Such a question will help UNICEF segment parents according to their level of engagement and which groups are mostly likely to propel change in the disciplining habits exhibited in Jordan.

Our suggestion is to include a question along the lines of the following (after question 'x'):
"You have mentioned that you are the primary caregiver of children aged 14 or younger in your household, which of the following statements best describes how involved you are in the disciplining of these children:

List, Single Response

A	I am solely responsible for disciplining and raising the children I care for
B	I am more involved in disciplining and raising the children I care for than other members in my household (including spouse)
C	I am equally involved in disciplining and raising the children I care for than other members in my household (including spouse)
D	I am less involved in disciplining and raising the children I care for than other members in my household (including spouse)
E	I am not very involved in disciplining and raising the children I care for than other members in my household (including spouse) – only when necessary.

Good Parent Definition (Q1)

Q1 in the questionnaire needs to be revised as it is a bit ambiguous. Parents are not quite sure from which angle to define a good parent and often ask for more context from the interviewers. This in turn may result in leading answers and priming. As such, it is advised to reword the question to "In general, a good parent to me is someone who.....".

Definitions of Physical Discipline & Alternative Discipline

Categorizing all physical discipline practices under one umbrella can lead to misreporting by the respondents as they would consider their physical discipline practices to be less extreme than other practices included in the definition. While the definition may not change, it is advised to

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place an introduction explaining the rationale for categorizing all these practices under one umbrella.

Alternative discipline, however, was well understood. In fact, many parents were mentioning derivatives of this practice before the concept of alternative discipline was introduced in the questionnaire. Yet, the translation of alternative discipline may need to be improved from its literal meaning – some suggestions include “modern discipline practices”¹ or “improving behavior practices”.

Guilt Toward Current Practices

Many respondents had no issue answering questions about their take on physical and verbal abuse when it comes to disciplining their children. However, their honest feedback was followed by guilt towards the way they were acting and genuine openness to better themselves in the future. Currently there are not many indicators (besides Q3) in the survey that are capturing this need to change or adopt better parenting habits in the future – not necessarily alternative discipline. These future intention measures can be important in assessing potential for change in the parenting and child care behaviors.

Repetition (Q15)

Some statements mentioned in Q15 seemed repetitive especially since the respondents were asked at general, boy and girl levels as well as by age. This confused and annoyed the respondents. As such, the researchers had to read the statements several times to ensure that the concept was well-understood.

Vignette

Overall the vignette was easy to follow and quite understandable. Although to many the story did feel a bit repetitive of the questions that were asked earlier. Nevertheless, the story can be improved by adding more context. Parents/Caregivers wanted to understand why Ali stole – hence providing a justification. During fieldwork, the enumerators did not give more information on this story to the respondents so as not bias their opinion. Instead, they would inform the respondent not to focus on what was stolen or why, but rather on the fact that the child did steal. This is interesting as it shows that parents can be lax in their punishments if there was a reason to validate a child’s misbehavior. Additionally, more information was needed about the family in the story – in other words how close are they to the respondent’s family in socio-economic class, culture and traditions.

While the respondents were capable of answering questions from third person point of view, a minority of nearly 5% needed to understand where they fit in the story and were unable to provide feedback on some of the questions because they felt that it was not in their place or right

¹ Note that ‘modern’ may bias answers.

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to make such decisions. Such feedback was often obtained by more educated respondents (completed university degree or higher) and mostly men, who felt that it was important to be impartial.

Community

Community related questions need further clarifications. While respondents were asked to answer community-based questions based on their own understanding of the term community, many requested assistance in clarifying this term. Researchers were asked to explain community as the network of people with which the respondent interacts. For Syrian refugees two communities often exist – those made up of the host community and those including other Syrian refugees. In such situations, Syrian were asked to refer to the community they interact with the most as well impact their disciplining practices the most. It is important to know the opinions of these two communities towards child discipline is rather different and more context should be placed in the questionnaire for Syrian refugees to ensure that reporting is as accurate as possible.

Community Leaders & Political Leaders (Q41 and Q43)

The concept of having a community leader is more applicable amongst respondents residing in rural areas- particularly in areas such as Karak where tribal leaders were often considered the community leaders (sometimes even as political leaders). Urban area resident could not easily relate to a community leader as their involvement in their lives is rather minimal. If this question is to be added more context is needed so that aggregated can be correctly reported.

We suggest removing the political leaders question as it often prompted the royal family, for which the respondents were unable to provide answer. Researchers tried to convey other possible leads for political leaders for the respondents to consider. While answer have been provided for this question, it advised to look at the results with a grain of salt.

Ideal Parenting Responses

For roughly 5% of the visited respondents, parents would project ideal parenting behavior. For much of the interview, this projection is well maintained and many of these respondents were able to pull it off very well. The interviewers were continuously asked to remind the respondent that the results of the survey will be reported on an aggregate level and that the respondent should not be ashamed of any of their responses. In two scenarios (one male and one female), the respondent were caught in the lie. The female respondent, for instance, was seen slapping her child for misbehaving after the interview was completed. The wife of the second (male) respondent approached the interviewer and supervisor after they had left the house and informed them that her husband was lying and is abusive (showing proof of the abuse he had done to her). In such cases, it is paramount that the interviewers are prepared to receive these complaints and trained on advising which are the violence counseling and referral systems in the area.

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When it comes to launching this study, it is imperative that protocols are placed to deal with detected false responses during or after the interview. As such, perhaps considering an immersion/observational component to be filled out by trained and unbiased interviewers can help shed more light on the authenticity of the responses.

Appendix: Sampling Methodology and Sample Sizes

For the purpose of this exercise, in which two instruments had been administered, Ipsos had carried them out through use of a quantitative research methodology. Each instrument (child discipline and child marriage) received 70 complete interviewers (total 140 interviews) and the geographical coverage spanned across the north, south and central regions of the Kingdom as well as amongst the Syrian refugee population (in Al Za’atari Camp).

In carrying out these interviews, Ipsos had targeted high-density districts within the urban/rural divisions of each visited governorates. PSUs (primary sampling units) had been set within these chosen districts and the piloting team followed a dwelling/household skipping methodology to ensure randomness in the types of households selected.

The table below summarizes the sampling specifications of this exercise:

Sample Size	Coverage	Methodology	Respondent Criteria
140 Respondents (70 each instrument)	North, South, Central & Syrian in and outside Camps*	CAPI (Computer Assisted Personal Interviews) Admin time: 45 Minutes	Child Care-Givers in Household

Additionally, a detailed breakdown of the demographic mix of respondents that had been included in the pre-testing exercise is listed below.

Sample Size	Targeted Distribution by Urbanization & Gender (Per Instrument)							
	Coverage	Urbanization			Gender		Total	
		Urban	Rural	Camp	Male	Female		
140 Respondents (70 Per Instrument)	Central	East Amman	8	2	-	5	5	10
		West Amman	8	2	-	5	5	10
		Zarqa	8	2	-	5	5	10
	South	Karak	2	8	-	5	5	10
		Aqaba	5	-	-	2	3	5
	North	Mafraqa	2	3	-	2	3	5
		Irbid	8	2	-	5	5	10
	Syrian Refugees	Outside Camps	5	-	-	2	3	5
		Inside Camps	-	-	5	2	3	5
	Total per Instrument							70

ANNEX 5. UN WOMEN GUIDANCE (FROM IPSOS)



Ipsos Public Affairs
The Social Research and Corporate Reputation Specialists

Date: November 6, 2017

From: Kaitlin Love, Director, Ipsos Public Affairs, Washington DC

RE: Ethical and Procedural Considerations for UN Women Study

The study for UN Women that you will be conducting includes sensitive questions about experiences as a Syrian refugee and a result of the conflict in Syria, violence in the refugee community, and relations between the host community and Syrian refugees. The sensitive nature of these questions places critical importance on the following established research procedures:

- **Informed Consent:** it is critically important that all respondents consent to participate in the study without coercion and are made aware that the study may cover sensitive topics, but that *they are free to end the interview at any time or skip any question they are uncomfortable answering*. Findings will be made public but only in aggregate and all data is de-identified (ie XX% of women said XX).
 - EXAMPLE PHRASING: “Some of the topics discussed may be personal and difficult to talk about, but many women have found it useful to have the opportunity to participate in this survey.”
 - EXAMPLE PHRASING: “This information will be used to help yourself and other female Syrian refugees in [COUNTRY].”
- **Confidentiality and Privacy:** protecting the confidentiality of the respondents is of the utmost importance, particularly when asking sensitive questions. For interviews conducted at the home, please ensure that there are no family members (including children) around. If possible (where the respondent is literate) allow respondents to read sensitive questions instead of reciting them out loud.
- **Ensuring participant safety:** is always of critical importance, but particularly where there may be retribution for participation if respondents are overheard. This is why conducting the study privately is particularly important.
 - If someone enters the room during a sensitive question of the survey, consider changing the topic immediately, or repeating an earlier question (such as age, education, etc).
 - For phone interviews, suggest at the start of the interview that the respondent say a specific phrase if they become uncomfortable or someone has entered the room.
- **Asking questions in a sympathetic and non-judgmental way:** is of particular importance when asking sensitive questions. Everyone has their own prejudices and pre-conceived notions, however it is

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critical that those are “left at the door” and you interact with respondents in an empathetic and understanding way so they feel comfortable disclosing sensitive information to you.

- Remember that many of the women may never have been asked these types of questions before, and may never have disclosed their experiences, and so could be nervous about doing so.
- Research has shown that many women welcome the opportunity to “tell their story” when they are comfortable and feel that no one will judge them.

In addition to these standard procedures, this study may require other strategies and information:

- **Minimizing participant distress:** interviews on sensitive topics can provoke powerful emotional responses in some participants, and dealing with distressed respondents can take many forms:
 - Allowing the respondent time to collect themselves before continuing the survey
 - Reassuring the respondent that her feelings are not unusual, reinforcing her coping strategies, and reminding her that this research is important will help others like her be heard and to help other women.
 - Terminating the interview should the impact of the questions become too negative
- **Providing referral information:** should a respondent report incidences of violence there is an ethical obligation to provide respondents with information about services that could help her situation. This is the extent of your ability to assist distressed respondents outside of the survey time, the information below is available along with providing them with contact information for the study manager.
 - **Lebanon:**
 - **Jordan:**
 - **Iraq:**
- **Recording information about distressed respondents:** we would like to have a sense of the occurrence of distressed respondents and how they were handled. Please report any issues of this to your supervisor, who will report it to the management team so we are able to keep track of instances such as this.

Thank you for your participation in this study. If you have any questions or concerns please feel free to reach out to me directly at Kaitlin.Love@ipsos.com

FOR MORE INFORMATION:

http://apps.who.int/iris/bitstream/10665/65893/1/WHO_FCH_GWH_01.1.pdf

https://www.path.org/publications/files/GBV_rvaw_ch2.pdf

http://www.who.int/gender/documents/OMS_Ethics&Safety10Aug07.pdf

