

UNDERNEATH THE SURFACE:

Understanding the root causes of violence against children and women in Lebanon



TABLE OF CONTENT

ACKNOWLEDGMENTS	7
LIST OF ACRONYMS	8
EXECUTIVE SUMMARY	11
BACKGROUND	12
CONTEXT	12
RESEARCH PURPOSE AND OBJECTIVES	14
METHODOLOGY	15
THE ANALYTICAL FRAMEWORK	15
DESIGN OF RESEARCH AND APPROACH	17
FOCUS GROUP DISCUSSION GUIDES	17
KEY INFORMANT INTERVIEW GUIDES	18
SAMPLING AND DATA COLLECTION	19
DATA ANALYSIS	23
CHALLENGES AND LIMITATIONS	25
CROSS CUTTING DRIVERS ACROSS THE FIVE THEMES	27
BEHAVIOURAL DRIVERS PRIORITISED BY PARTICIPANTS	28
AN INDEPTH LOOK AT THE MOST RELEVANT CROSSCUTTING DRIVERS	30
Environmental Drivers	30
Psychological Drivers	30
Sociological Drivers	33
VARIANCE ACROSS NATIONALITIES	39
Lebanese	39
Syrians	40
Palestinians	41
VARIANCE ACROSS AGE GROUPS	41
VARIANCE ACROSS URBAN AND RURAL	42
OVERALL URBAN DRIVER FREQUENCY OF PRIORITISATION	43
VARIANCE ACROSS GENDER	44
Male	44
Female	45
KEY FINDINGS:	46

CHILD LABOUR	46
BEHAVIOURAL DRIVERS AS IDENTIFIED BY PARTICIPANTS	47
AN INDEPTH LOOK AT CHILD LABOUR	48
Psychological drivers	48
Sociological Drivers	49
Environmental drivers.....	49
VARIANCE ACROSS POPULATION COHORTS	50
Lebanese	50
Syrians	50
Palestinians	52
VARIANCES ACROSS AGE GROUPS	53
14-17 Years old	53
30-50 Years old	54
VARIANCES ACROSS URBAN AND RURAL	55
KEY FINDINGS:	59
CHILD MARRIAGE	59
BEHAVIOURAL DRIVERS AS IDENTIFIED BY PARTICIPANTS	60
AN INDEPTH LOOK AT CHILD MARRIAGE	61
Psychological Drivers	61
Sociological Drivers.....	62
Environmental Drivers.....	63
VARIANCE ACROSS NATIONALITIES	64
Lebanese.....	64
Syrians	65
Palestinians.....	66
VARIANCES ACROSS AGE GROUPS	67
14-17 Years old (Married Children)	67
30-45 Years old	68
Participants aged over 50.....	69
VARIANCES ACROSS GENDER	72
KEY FINDINGS:	74
VIOLENCE AGAINST CHILDREN	74
BEHAVIOURAL DRIVERS AS IDENTIFIED BY PARTICIPANTS	75
AN INDEPTH LOOK AT VIOLENCE AGAINST CHILDREN	76

Psychological Drivers	76
Sociological Drivers.....	77
Environmental Drivers	77
VARIANCES ACROSS NATIONALITIES	79
Lebanese.....	79
Syrians	80
Palestinians	81
VARIANCES ACROSS AGE GROUPS	82
20-35 Years Old.....	82
36-50 Years Old.....	83
36-50 Years Old.....	84
VARIANCES ACROSS URBAN/RURAL	85
VARIANCES ACROSS GENDER	87
Male.....	87
Female	88
KEY FINDINGS:.....	89
INTIMATE PARTNER VIOLENCE	89
BEHAVIOURAL DRIVERS AS IDENTIFIED BY PARTICIPANTS	90
AN INDEPTH LOOK AT INTIMATE PARTNER VIOLENCE	91
Psychological Drivers	91
Sociological Drivers.....	92
Environmental drivers	92
VARIANCES ACROSS NATIONALITIES	93
Lebanese.....	93
Syrians	93
Palestinians	94
VARIANCES ACROSS AGE GROUPS:	96
20-35 Years Old.....	96
VARIANCES ACROSS GEOGRAPHICAL PRESENCE (URBAN/RURAL).....	97
Urban.....	97
VARIANCES ACROSS GENDER	99
Male.....	99
Female	100
CHILDREN AFFILIATED WITH ARMED VIOLENCE.....	101

AN IN DEPTH LOOK AT CHILDREN AFFILIATED WITH ARMED VIOLENCE	101
Psychological Drivers	103
Sociological Drivers.....	105
Environmental Drivers	107
TRAJECTORY OF A CHILD INVOLVED IN ARMED VIOLENCE.....	109
Present	109
Past	111
Future	113
CONCLUSION	114
SUMMARY OF MAIN FINDINGS.....	115
Child Labour	115
Child Marriage	115
Violence Against Children	115
Intimate Partner Violence	115
Children Affiliated with Armed Violence.....	115
RECOMMENDATIONS AND CONSIDERATIONS FOR FUTURE INTERVENTIONS	116
ANNEXES	120
ANNEX 1: CODEBOOK	121
Nodes	121
ANNEX 2 - DRIVERS TOOLS	147
ANNEX 3 - GLOSSARY OF TERMS USED IN BEHAVIOURAL DRIVERS MODEL	198
Context	198
Personal Characteristics	198
Interest	198
Self-Efficacy.....	200
Cognitive Biases.....	201
Intent	203
Community Dynamic	205
Meta-Norms.....	206
Communication Environment	208
Governing Entities	209
Structural Barriers.....	210

From Intent And Action To A New Behavior.....	211
ANNEX 4: SBCC GLOSSARY	212
Social Norms in a Nutshell	212
Behavioural Factors	212
Attitude	213
Self-Efficacy	214
Communication Environment	214
Emerging Alternatives	215
Social Influence	216
Meta Norms	217
Community Dynamic	218
Governing Entities	218
Intent	219
Structural Barriers	219
Behavioural Quirks	220

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Many people played a role in formulating this paper. Firstly, it would not have been possible without the support and guidance of the research team at UNICEF Lebanon. The data collection was collected by Connecting Research to Development (CRD) who conducted extensive focus group discussions and key informant interviews with Lebanese, Palestinians and Syrians residing in Lebanon. The subsequent analysis and formulation of this paper was developed by MAGENTA, a social and behavioural change communications and research agency.

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LIST OF ACRONYMS

AV Armed Violence

CL Child Labour

CM Child Marriage

CP Child Protection

CRD Connecting Research to Development

DHS Demographic and Health Surveys

FGD Focus Group Discussion

GBV Gender Based Violence

IPV Intimate Partner Violence

KII Key Informant Interview

MICS Multiple Indicator Cluster Survey

MOSA Ministry of Social Affairs

NGO Non-Governmental Organization

INGO International Non-Governmental Organization

SBCC Social Behavioural Change Communications

SDC Social Development Centre

UNICEF The United Nations Children's Fund

UNRWA United Nations Relief and Works Agency for Palestine Refugees in the Near East

VAC Violence Against Children

LIST OF FIGURES AND TABLES

FIGURE 1 UNICEF MENARO BEHAVIOURAL DRIVERS MODEL (BDM)	15
FIGURE 2 DESIGN OF RESEARCH APPROACH	17
TABLE 1 DESIGN AND ORDER OF FGD GUIDES	18
TABLE 2 INTIMATE PARTNER VIOLENCE FGD PARTICIPANTS	20
TABLE 3 VAC FGD PARTICIPANTS	20
TABLE 4 CHILD LABOUR FGD PARTICIPANTS	21
TABLE 5 CHILD MARRIAGE FGD PARTICIPANTS	21
TABLE 6 CAAV FGD PARTICIPANTS	22
TABLE 7 KII PARTICIPANTS	23
FIGURE 3 OVERALL DRIVER FREQUENCY OF PRIORITISATION	28
FIGURE 4 FREQUENCY OF STRUCTURAL BARRIER NODES	30
FIGURE 5 FREQUENTLY REFERENCED POTENTIAL GAINS	31
FIGURE 6 FREQUENTLY REFERENCED PERCEIVED RISKS	32
FIGURE 7 GENDER IDEOLOGIES	33
FIGURE 8 FREQUENTLY REFERENCED NORMS	34
FIGURE 9 FAMILY ROLES AND RELATIONSHIPS	35
FIGURE 10 DECISION MAKING PATTERNS	36
FIGURE 11 REFERENCE NETWORK'S ATTITUDES AND PERCEPTION	37
FIGURE 12 FREQUENCY OF PRIORITISATION-OVERALL - LEBANESE	39
FIGURE 13 FREQUENCY OF PRIORITISATION-OVERALL - SYRIANS	40
FIGURE 14 FREQUENCY OF PRIORITISATION- OVERALL- PALESTINIANS	41
FIGURE 15 FREQUENCY OF PRIORITISATION -OVERALL- RURAL	42
FIGURE 16 FREQUENCY OF PRIORITISATION -OVERALL- URBAN	43
FIGURE 17 FREQUENCY OF PRIORITISATION - OVERALL- MALE	44
FIGURE 18 FREQUENCY OF PRIORITISATION -OVERALL- FEMALE	45
FIGURE 19 FREQUENCY OF PRIORITISATION-CL - PRIMARY DRIVING FACTORS	47
FIGURE 20 ANALYTICAL THEMES - CHILD LABOUR	48
FIGURE 21 FREQUENCY OF PRIORITISATION FOR LEBANESE	50
FIGURE 22 FREQUENCY OF PRIORITISATION FOR SYRIAN	51
FIGURE 23 FREQUENCY OF PRIORITISATION FOR PALESTINIAN	52
FIGURE 24 FREQUENCY OF PRIORITISATION - 14-17 YEARS OLD	53
FIGURE 25 FREQUENCY OF PRIORITISATION 30 – 50 YEARS OLD	54
FIGURE 26 FREQUENCY OF PRIORITISATION - CHILD LABOUR - RURAL	55
FIGURE 27 FREQUENCY OF PRIORITISATION - CHILD LABOUR - URBAN	56
FIGURE 28 FREQUENCY OF PRIORITISATION-CHILD LABOUR – MALE	57
FIGURE 29 FREQUENCY OF PRIORITISATION-CHILD LABOUR – FEMALE	58
FIGURE 30 OVERALL FREQUENCY OF PRIORITISATION	60
FIGURE 31 ANALYTICAL THEMES - CHILD MARRIAGE	61
FIGURE 32 FREQUENCY OF PRIORITISATION-CHILD MARRIAGE – LEBANESE	64
FIGURE 33 FREQUENCY OF PRIORITISATION-CHILD MARRIAGE – SYRIANS	65
FIGURE 34 FREQUENCY OF PRIORITISATION- CHILD MARRIAGE – PALESTINIANS	66
FIGURE 35 FREQUENCY OF PRIORITISATION -CHILD MARRIAGE- 14-17 YEARS OLD (MARRIED CHILDREN)	67
FIGURE 36 FREQUENCY OF PRIORITISATION – CHILD MARRIAGE-30-45 YEARS OLD	68

FIGURE 37 FREQUENCY OF PRIORITISATION – CHILD MARRIAGE- PARTICIPANTS AGED OVER 50	69
FIGURE 38 FREQUENCY OF PRIORITISATION –CHILD MARRIAGE- RURAL	70
FIGURE 39 FREQUENCY OF PRIORITISATION -CHILD MARRIAGE- URBAN.....	71
FIGURE 40 FREQUENCY OF PRIORITISATION - CHILD MARRIAGE - MALE.....	72
FIGURE 41 FREQUENCY OF PRIORITISATION CHILD MARRIAGE– FEMALE	73
FIGURE 42 FREQUENCY OF PRIORITISATION – OVERALL- VIOLENCE AGAINST CHILDREN.....	75
FIGURE 43 ANALYTICAL THEMES - VIOLENCE AGAINST CHILDREN	76
FIGURE 44 FREQUENCY OF PRIORITISATION-VAC – LEBANESE	79
FIGURE 45 FREQUENCY OF PRIORITISATION- VIOLENCE AGAINST CHILDREN - SYRIANS.....	80
FIGURE 46 FREQUENCY OF PRIORITISATION- VIOLENCE AGAINST CHILDREN – PALESTINIANS	81
FIGURE 47 FREQUENCY OF PRIORITISATION- VIOLENCE AGAINST CHILDREN- 20-35 YEARS OLD	82
FIGURE 48 FREQUENCY OF PRIORITISATION – VIOLENCE AGAINST CHILDREN- 36-50 YEARS OLD	83
FIGURE 59 FREQUENCY OF PRIORITISATION – INTIMATE PARTNER VIOLENCE- 36-50 YEARS OLD	84
FIGURE 49 FREQUENCY OF PRIORITISATION- VIOLENCE AGAINST CHILDREN – URBAN	85
FIGURE 50 FREQUENCY OF PRIORITISATION- VIOLENCE AGAINST CHILDREN – RURAL	86
FIGURE 51 FREQUENCY OF PRIORITISATION- VIOLENCE AGAINST CHILDREN – MALE.....	87
FIGURE 52 FREQUENCY OF PARTICIPATION -VIOLENCE AGAINST CHILDREN- FEMALE.....	88
FIGURE 53 FREQUENCY OF PRIORITISATION -OVERALL- INTIMATE PARTNER VIOLENCE	90
FIGURE 54 ANALYTICAL THEMES - INTIMATE PARTNER VIOLENCE	91
FIGURE 55 FREQUENCY OF PRIORITISATION -INTIMATE PARTNER VIOLENCE– LEBANESE	93
FIGURE 56 FREQUENCY OF PRIORITISATION – INTIMATE PARTNER VIOLENCE- SYRIANS.....	94
FIGURE 57 FREQUENCY OF PRIORITISATION – INTIMATE PARTNER VIOLENCE- PALESTINIANS.....	95
FIGURE 58 FREQUENCY OF PRIORITISATION – INTIMATE PARTNER VIOLENCE- 20-35 YEARS OLD	96
FIGURE 60 FREQUENCY OF PRIORITISATION -INTIMATE PARTNER VIOLENCE- URBAN.....	97
FIGURE 61 FREQUENCY OF PRIORITISATION -INTIMATE PARTNER VIOLENCE- RURAL	98
FIGURE 62 FREQUENCY OF PRIORITISATION – INTIMATE PARTNER VIOLENCE- MALE.....	99
FIGURE 63 FREQUENCY OF PRIORITISATION – INTIMATE PARTNER VIOLENCE- FEMALE	100
FIGURE 64: OVERALL FREQUENTLY DISCUSSED DRIVERS- CAAV.....	101
FIGURE 65 CONCEPTS ASSOCIATED WITH ARMED VIOLENCE	102
FIGURE 66 OVERALL FREQUENTLY DISCUSSED PSYCHOLOGICAL DRIVERS- CAAV	103
FIGURE 67 PERCEIVED RISKS OF CHILDREN AFFILIATION WITH ARMED VIOLENCE.....	104
FIGURE 68 OVERALL FREQUENTLY DISCUSSED SOCIOLOGICAL DRIVERS- CAAV.....	105
FIGURE 69 OVERALL FREQUENTLY DISCUSSED ENVIRONMENTAL DRIVERS- CAAV	107
FIGURE 70 PERCEIVED ROLE OF IMAGINARY CHILD INVOLVED IN AV.....	109
FIGURE 71 PERCEIVED TIME OF ACTIVITY OF CHILD INVOLVED IN AV	110
FIGURE 72 THE MOST IMPORTANT PEOPLE TO A CHILD INVOLVED IN AV	110
FIGURE 73 REASONS FOR A CHILD TO BE INVOLVED IN AV.....	111
FIGURE 74 AGE OF CHILD INVOLVEMENT IN AV	112
FIGURE 75 POSITIVE INFLUENCES (LEFT)	112
FIGURE 76 NEGATIVE INFLUENCES (RIGHT).....	112
FIGURE 77 WHAT WILL HAPPEN TO A CHILD INVOLVED IN AV	113
FIGURE 78 WILL THEY CONTINUE IN THE FUTURE?	113
FIGURE 79: RECOMMENDED APPROACHES BY DRIVER.....	116

EXECUTIVE SUMMARY

The various internal conflicts experienced by Lebanon as well as its role as a host for populations of neighboring, crisis-affected countries have contributed to its economic social instability. With Syrian and Palestinian refugees making up an estimated 1,300,000-1,800,000 of Lebanon's total population, pressures to serve vulnerable populations have drastically increased in recent years particularly during the Syrian crisis. This further highlighted the need to better serve children in Lebanon across various cohorts, as a subset of demographics that is often highly affected by such crises.

In this research, we explored the different drivers of five behaviours which have a significant influence on the wellbeing of women and children: Child Marriage, Child Labour, Intimate Partner Violence, Violence Against Children and Children Affiliated with Armed Violence. We were able to identify and capture a wide range of drivers through a highly qualitative methodology and utilizing UNICEF's Behavioural Drivers Model which categorize behavioural drivers in three categories (Environmental, Sociological and Psychological) which each are comprised of a variety of factors. The research was conducted nationwide across Lebanese, Palestinian and Syrian communities and allowed for disaggregation by gender, age and location.

Though the first four behaviours (Child Marriage, Child Labour, Intimate Partner Violence, and Violence Against Children) were examined through a similar set of tools (Focus Groups and Key Informant Interviews) that aimed to understand the drivers leading to their practice, Children Affiliated with Armed Violence was examined through a different set of tools. This was done in order to pay special consideration to the topic as more sensitive and one that requires more in-depth analysis.

The frequency of referenced drivers differed for each of the researched topics, however, analysis of the data revealed all of them to be more complex than first expected or noted by the participants themselves. The role of known structural drivers such as financial hardship and lack of access to services, and sociological drivers, such as gender norms, were confirmed by this research, but other behavioural drivers often suspected but rarely researched (including psychological drivers like self-efficacy, environmental drivers pertaining to governing entities and structures, and sociological drivers pertaining the limitations surrounding the acknowledgment and discussion of these issues), emerged from this innovative study.

Though undesired and not preferred, parents often felt like they had to practice Child Labour to provide for their families. This was evident in the lack of diversity of drivers respondents reported to affect the occurrence of Child Labour. Most of which centered around structural barriers or structural barriers-related perceived risks and potential gains. This helped participants accept the behaviour as normal and a reasonable response to their poor living conditions.

Child Marriage was found to be highly influenced by Sociological factors. Even when they weren't explicitly mentioned by participants, the effects of gender norms and consequent social expectations were noticeable. For boys, it was seen to signify maturity as men, while for girls, it signified an opportunity to attain a higher level of personal agency by starting her own household, which often was seen as one of few ways such agency can be attained.

Violence Against Children was often attributed to a lack of self-efficacy and as an impulsive behaviour parents commit when they are frustrated and fatigued. There also still remains a belief that Violence Against Children is a behaviour that holds a disciplinary benefit to the child.

Intimate Partner Violence was similarly seen as largely driven by a lack of self-efficacy. This, however, was also coupled with a lot of sociological factors pertaining to gender roles and norms. Through this area of the research, topics including the expectation of women to empathise with men, and the entitlement of men to violence against their partner were largely prevalent. Such beliefs and ideologies were reported by both men and women.

Armed Violence and Children Affiliated with Armed Violence were reported as negative behaviours but ones that exist in Lebanon, nonetheless. Amongst the five studied behaviours in this research, this topic was perhaps the most complex one in the way different drivers related to one another. Gender norms that portrayed arms as a sign of masculinity, structural barriers that frames armed violence as an acceptable source of income (in the absence of a more legitimate one), and limitations of governing entities and the security apparatus that contribute to a sense for the need to protect one's self and community all were major factors that contributed to the occurrence and perpetuation of the behaviour.

Through the dissemination of this research findings and highlighting the different factors at play for the prevalence of the four behaviours at different levels of analysis, this report hopes to inform the design of possible Social and Behavioural Change interventions that would lessen their prevalence within Lebanon and the effects they have on children.

BACKGROUND

CONTEXT

Lebanon has experienced numerous internal conflicts as well as the repercussions of neighboring conflicts and is in a state of economic and social volatility. This has been exacerbated by the onset of the Syrian crisis in 2011, after which Lebanon became host to nearly 1 million (registered) Syrian refugees¹, although the Lebanese government estimates that the actual number is around 1.5 million². Around half of the Syrian refugee population in Lebanon are children below the age of 18. Similarly, assessments and census data indicate that there are around 300,000 Palestinian refugees both from Lebanon (PRL) and Syria (PRS)³.

This volatility has contributed to the growing number of underserved populations in Lebanon, a large percentage of whom are children, and to the overall low performance on gender and child protection indicators. This is evident in some of the results of surveys and assessments that have been conducted across the past decade.

In 2013, the Lebanese Ministry of Labour estimated occurrences of of Child Labour numbers in the country to be 180,000⁴. A 2015 household UNICEF Baseline Survey found that more than half of Lebanese (57%) and Syrian (65%) Children in Lebanon are subjected to some form of violent discipline. PRL and PRS experienced higher rates of Violence Against Children estimated at 82% and 77% respectively.⁵ Finally, according to a 2016 UNICEF report 6% of women between 20 and 24 in Lebanon married before they were 18⁶.

A household baseline survey conducted by UNICEF in 2016 also revealed worrying numbers on the prevalence of Child Labour, Child Marriage, Violence Against Women and Children in Lebanon. It found that:

- 6% of Lebanese, 7% of Syrians, 5% of Palestinian Refugees in Lebanon and 4% of Palestinian Refugees from Syria between 5 and 17 years old are engaged in Child Labour;
- Among children, 57% of Lebanese, 65% of Syrians, 82% of Palestinian Refugees in Lebanon and 77% of Palestinian Refugees from Syria between the ages of 2 and 14 were subjected to violent discipline;
- 8% of female Lebanese, 8% of female Syrians, 3% of female Palestinian Refugees in Lebanon and 3% of female Palestinian Refugees from Syria between the age of 15 and 49 were married before the age of 15;
- Finally, among women 6% of Lebanese, 10% of Syrians, 11% of Palestinian Refugees in Lebanon, 5% of Palestinian Refugees from Syria between the ages of 15 and 49 believe that a man is justified in hitting or beating his wife under certain circumstances⁷.

The survey portrays a dire picture. Furthermore, the data revealed a difference in the ways and extent different demographics experienced and reported on protection indicators. Among children, Palestinian Refugees in Lebanon and Palestinian Refugees from Syria exhibited a higher prevalence of violent child discipline as shown in the baseline survey.

Such indicators however stand in relative contradiction to some of the beliefs and attitudes hold against such practices in Lebanon. For example, in the most recent KAP study conducted by UNICEF⁸ 73% of people thought that marriage under 18 years of age has negative consequences, and 71% percent thought it was wrong to hit children. Additionally, a report from the American University of Beirut reported that only 175 protection orders were filed between 2014 to 2016⁹ despite the passing of law 293¹⁰. The discrepancy between the attitudes and beliefs individuals hold on such practices and their prevalence indicates a need for a more in-depth understanding of the drivers behind them in Lebanon.

1 Syria Regional Refugee Response, UNHCR, Accessible via: <http://data2.unhcr.org/en/situations/syria/location/71>

2 Action Against Illegal Foreign Employment on the Lebanese Territory, 2019, Lebanese Ministry of Labour

3 Protection in Lebanon, 2019 UNRWA

4 More kids pushed into labour in Lebanon, 2013, Inter Press Service

5 UNICEF (2016) Baseline Survey

6 The State Of The Worlds Children, 2016, UNICEF

7 Lebanon baseline survey, 2016, UNICEF

8 The 2017 UNICEF Knowledge, Attitude, and Practice (KAP) study.

9 Dissecting Lebanese Law 293 on Domestic Violence: Are Women Protected? 2017, AUB Policy Institute

10 Law 293 was passed in 2014 to protect women and children from domestic violence

The 2017 Child Protection Programme Evaluation¹¹ recommended that UNICEF further promote sustained social change and a conducive and protective environment for children and women that prevents risks and vulnerabilities from escalating into child protection violations and GBV. Moreover, the 2017 Review of the National Plan to Safeguard Women and Children, 2014-2016 recommended that a strategy aiming to change people's behaviour and reduce Violence Against Children and women be developed¹².

Recognising that raising awareness and sensitisation on issues of child protection and gender-based violence are not sufficient to change people's behaviours, and responding to recommendations of recent evaluations and reviews¹³, the Child Protection Programme together with the Communication for Development Programme, and the Palestinian Programme worked to develop a new comprehensive Social and Behavioural Change Communication Strategy Plan that would pave the way for future Child Protection interventions and programming in Lebanon. The strategy identified a number of key priorities that programming would address including Child Marriage, Child Labour, and violence against women and children.

Thus, UNICEF Lebanon began research to explore the drivers and norms which underpin the following practices:

- Domestic Violence (later adapted into Intimate Partner Violence or IPV)
- Violence Against Children (VAC) in the household.
- Child Marriage (CM).
- Child Labour (CL).
- Children Affiliated with Armed Violence (CAAV).

This research aimed to inform the development of the above-described strategy by identifying the main drivers in terms of social influence, elements of social attitudes held regarding Child Marriage, Child Labour and Violence affecting children and women in the household. Additionally, through this process the research also aimed to assess the extent to which such practices are conditioned by special norms. The research findings will also aim to inform and enhance the Child Protection and Gender Based Violence programme models of interventions in response and prevention based on the priority of which drivers of the behaviour are mostly prevailing.

11 Lebanon: Evaluation of the UNICEF Child Protection Programme for Vulnerable Children and Women in Lebanon 2013-2016, 2017 UNICEF 3

12 Lebanon's National Plan to Safeguard Children and Women (2014-2016): Assessment, November 2017, page 85

13 The 2017 Review of the National Plan to Safeguard Women and Children, 2014-2016

RESEARCH PURPOSE AND OBJECTIVES

In light of the above-identified gaps in data UNICEF Lebanon commissioned a research project aiming to explore the drivers of the following four themes across three main cohorts in Lebanon (Lebanese, Syrians and Palestinians):

- Intimate Partner Violence (IPV);
- Violence Against Children (VAC) in the household;
- Child Marriage (CM);
- Child Labour (CL).
- Children Affiliated with Armed Violence (CAAV).

The research was designed in a way that would separately examine the behavioural drivers for each of Lebanon's main cohorts (Lebanese, Syrians and Palestinians) at first, while also examining cross-cutting findings, trends, and differences amongst them.

The research aimed to explore:

- The extent to which the drivers are influenced by social norms;
- How social norms interact with psychological and structural factors to influence behaviours;
- In what situations do these behaviours occur and who influences incidents of them;
- What sanctions (positive or negative) occur as a result of these behaviours.

The subsequent analysis of these considerations in this report also explores:

- How the emerging themes are transmitted and perpetuated;
- Through what means reference networks support or encourage the behaviours;
- What social factors reinforce violence when it occurs;
- Perpetrators' interest in practising the behaviour.

A more detailed description of the considerations followed as part of this research will also be discussed in the following Methodology section of this report.

Findings of this research will aim to inform:

- 1- **The Development of Lebanon's first Social Behavioural Change Communications Plan on Prevention of Violence against Girls, Boys and Women, Child Labour and Child Marriage.** The strategy will include a set of guidance, tools and an M&E framework for Lebanon. The strategy will be used by both governmental entities (MOSA), UN agencies and non-governmental organisations and will inform how they plan and implement behaviour and norm changing interventions focusing on, Violence against Children and Women in the household, Child Marriage and Child Labour.
- 2- **Informing UNICEF C4D, the Palestinian Programme and Child Protection programming:** findings of this research will serve to enhance and shape Child Protection and Gender Based Violence preventive and responsive programming. This will be done through the research's delineation of the different pivotal drivers that guide the four behaviours in different communities.

METHODOLOGY

THE ANALYTICAL FRAMEWORK

This research was conducted utilizing a novel analytical framework developed by UNICEF to “*understand why people do what they do*”. This model draws on a myriad of decision-making and behavioural theories and models¹⁴ and aims at mapping out the drivers of behaviours, moving away from traditional and often incomplete theories of behaviour change. The framework takes into consideration not only individual drivers of behaviours but also “*acknowledge the role of social and structural factors in explaining behaviours and inducing change*”¹⁵.

Indeed, understanding the drivers behind certain behaviours can be a complex undertaking and traditional approaches often focused on a simplistic understanding behavioural change, usually perceiving individuals and communities as rational entities who make decisions based by weighing the benefits against the risks associated with a behaviour. In such a world, a change of information available will impact individual decision-making process, making change in behaviour easy and simple.

In reality however, the decision-making process is often far more complex. Information available and cost benefit analysis indeed influence decision-making, however other factors such as social influence, cognitive biases or the communications environment play a key role. As such, any effort to understand decision-making and behavioural drivers in detail requires an analysis that takes into consideration such factors.

The Behavioural Drivers Model developed by UNICEF provides such an analytical framework. The map below is a simplified model which aims to capture the complexity of change of behaviour and was utilized as the starting point to develop the tools and analysis plan of this study.

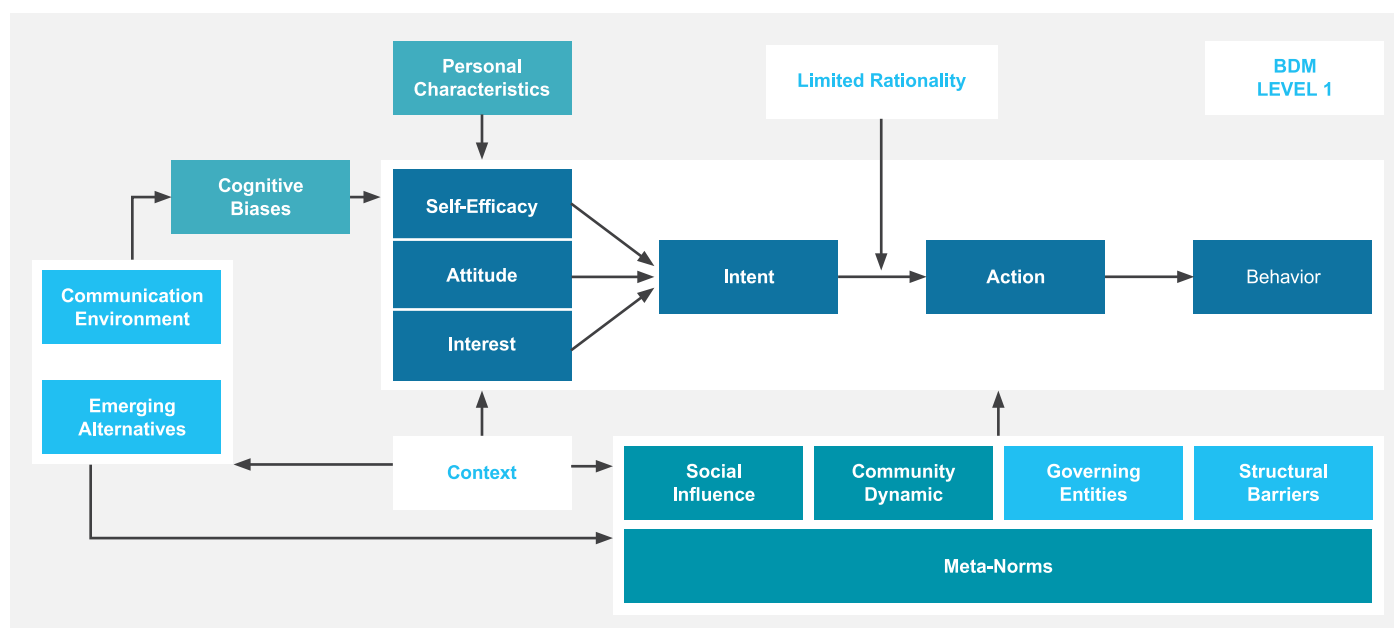


Figure 1 UNICEF MENARO Behavioural Drivers Model (BDM)

Figure 1 can be understood as a map that explains how individuals think and consequently, decide on performing a certain behaviour or not. The added value here is illustrating how the different personal, social, internal and external factors can play a role. It is important to note that those factors do not operate in a bubble and can influence behaviour simultaneously. While not all of the components are relevant in each context, understanding the areas that hold the most influence or considered crucial within any context can help guide the design, and analysis of Social Behavioural Change Communications-oriented research as well as inform the design of interventions this research would inform.

¹⁴ For more information please see Petit, V. (2019). The Behavioural Drivers Model: A Conceptual Framework for Social and Behaviour Change Programming. UNICEF.

¹⁵ Ibid.

The analytical framework has 11 potential factors divided into three main categories; environmental, psychological and sociological. A detailed glossary of the factors' definitions and the sub-factors they encompass can be found in Annex (3)

- Environmental
 - Communication Environment
 - Emerging Alternatives
 - Governing Entities
 - Structural Barriers
- Psychological
 - Interest
 - Attitude
 - Self-Efficacy
 - Cognitive Biases
 - Intent and Action
 - Limited Rationality
- Sociological
 - Social Influence
 - Community Dynamic
 - Meta Norms

Each of these factors has multiple dimensions which were used to analyse the data.

The adoption of this model highly influenced the design of the tools used to collect data as part of this research. In other words, the Focus Group Discussion (FGD) and Key Informant Interview (KII) tools used in this project were designed with the purpose of delineating the various environmental, psychological, and sociological factors that shape and influence the way in which individuals perceive and think about the four different areas of focus.

DESIGN OF RESEARCH AND APPROACH

As mentioned in earlier sections of this document, several efforts have been launched to better understand and measure the understanding and attitudes local communities in Lebanon hold with regards to child protection-relevant practices. Examples of such efforts include the Knowledge, Attitudes, and Perceptions (KAP) survey, as well as Demographic and Health Surveys (DHS) and Multiple Indicator Cluster Survey (MICS). These efforts however were largely quantitative, and while they provided insights into the attitudes people hold regarding such practices and behaviours and their prevalence, they offered limited insight into the drivers behind them.

As such, in an effort to build on previous findings and complement the body of research existing on the topic, this research adopted a qualitative approach. While previous quantitative research highlighted the topics that need to be delved into, the qualitative research will help highlight the relevant drivers within the Lebanese context.

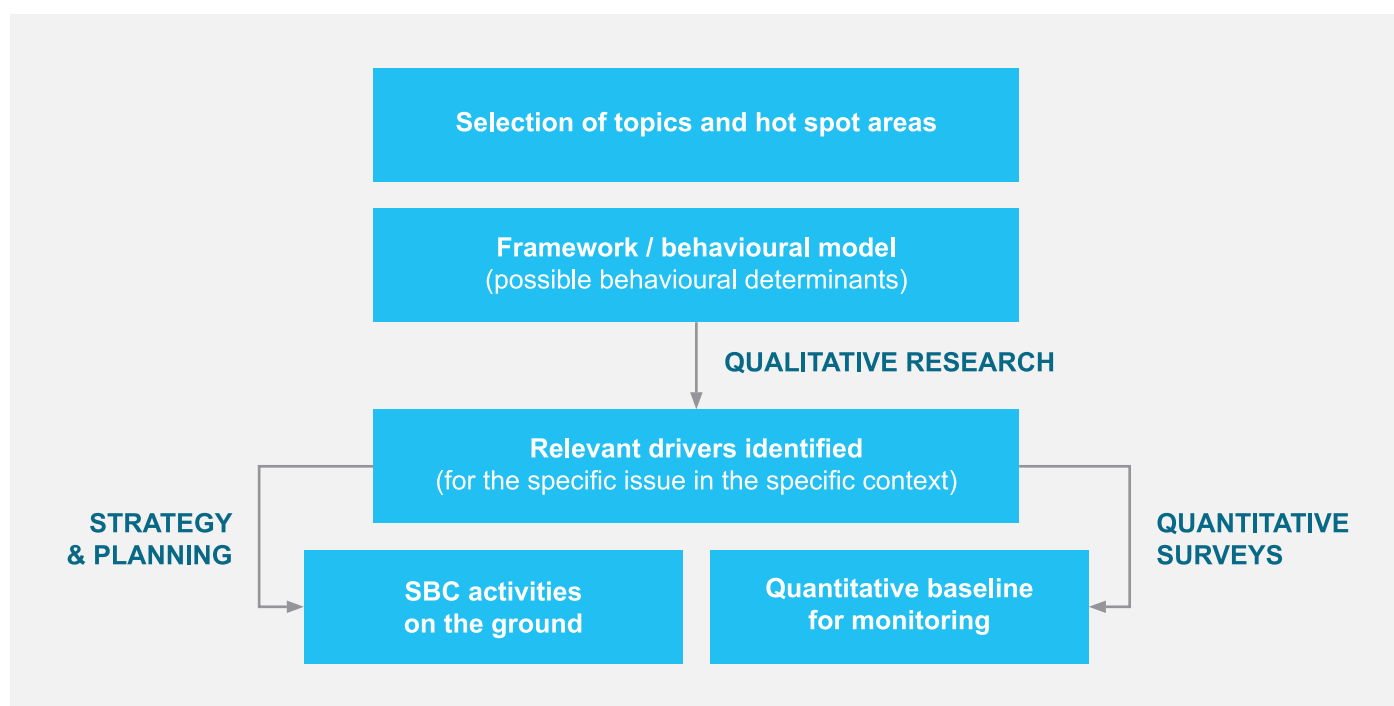


Figure 2 Design of research approach

The research relied on two sets of tools for data collection, Focus Group Discussion (FGD), and Key Informant Interviews (KII) guides. In the design of tools, the behavioural drivers model served as a checklist to ensure the various possible determinants have been thoroughly and systematically explored.

It should be noted that this research was involved the partnership of two different entities with UNICEF. While MAGENTA oversaw the analysis of the data and production of this report, the collection of data was done through Connecting Research to Development (CRD).

FOCUS GROUP DISCUSSION GUIDES

Four different FGD tools were designed to specifically address each of the different researched areas: Intimate Partner Violence (IPV), Child Labour (CL), Child Marriage (CM), and Violence Against Children (VAC). While all of the guides more or less covered the same areas and were based off elements in the Behavioural Drivers Model, each was individually adapted to better fit the topic they covered. The FGDs served as the primary tool through which data from the wider range of participants was collected across Lebanon.

However, all guides followed the following formula and order in their design and implementation.

#	Exercise
1	Introduction: presentation, purpose, informed consent, ground rules for group dynamic
2	Building rapport: initial questions, ice breaker
3	The WHY exercise: Problem Tree or Drivers Pathway (see details at the end of the document)
4	Probing: drivers which might have been omitted
5	Prioritisation exercise (see details at the end of the document)
6	Discussion of the prioritisation
7	Deep dive priority driver 1
8	Deep dive priority driver 2
9	Mandatory standard questions: outliers, exposure to information, reference networks, gender-related influences, decision making processes, perception of the child, community dynamic, power relationships.
10	Conclusion, questions to the facilitators, thanks and goodbyes.

Table 1 Design and order of FGD guides

In addition to the original FGD tools developed for IPV, CL, CM and VAC, a separate set of tools including an FGD guide was developed for the fifth behaviour, Children Affiliated with Armed Violence (CAAV). The structure of the guide differed as it attempted to take a deeper look into the trajectory of the life a child affiliated with armed violence might take. The guide for CAAV consisted of the following sections:

#	Exercise
1	Introduction: presentation, purpose, informed consent, ground rules for group dynamic
2	Building rapport: initial questions, ice breaker
3	Opening Questions and Definition Exercise
4	Problem Tree
5	The Timeline Exercise: Present, Past, Future
6	Conclusions, Questions, Thanks and Goodbyes

KEY INFORMANT INTERVIEW GUIDES

To further contextualise, triangulate and gain a deeper understanding of information gathered through the FGDs, an additional Key Informant Interview (KII) tool was developed. Contrary to the FGDs however, KIIs covered all four different areas of the research. The targeted sample for the implementation of this tool tried to cover persons with relevant and contextualised experience working on the four various topics. They also included figures that could be considered influential in their communities when discussing this research's areas of focus.

Similar to the FGD tool, the KII guide used for the CAAV section of the research differed in its composition and design from the ones used for the other four behaviours. It closely built on the CAAV FGD tool and included sections on: manifestations of children affiliation in armed violence, drivers and causes, modalities and trajectories and consequences.

SAMPLING AND DATA COLLECTION

As the desk review on this topic revealed, certain disparities exist regarding the prevalence of behaviours and their levels of acceptance across different:

- Genders
- Geographical Areas
- Cohorts (Lebanese, Palestinians, and Syrians).
- Age Groups

Keeping this in mind, the research team aimed to take a diverse and balanced approach to the highest possible extent while deciding on the sample for this project.

A purposive sampling method was employed in this study relying on the above areas of disaggregation. This was done to enable the research team to conduct analysis comparatively. In the case of CAAV, UNICEF relied on access to specific communities through the areas in which their partners are active.

- The age of participants ranged from 12 to over 50. This was divided into different sub-groups which were:
 - 12-14: Children
 - 15-17: Adolescents
 - 20-24: Young Adults
 - 30+: Caregivers
- Separate Male and Female FGDs were held.
- FGDs were conducted in Ras Baalbeck, Tyr, Bourj Al Shemali, Aarsal, Wade Khaled, Tripoli, Sabra, Chatilla, Beirut, Saida, Deddeh, Menieh, Al Qaa, Rwaysat, Jal el Baher Camp, Ain Al Zayneh, Wade Al Zayneh, and Hermel.
- Focus groups attempted to achieve cohort representation as much as possible between Lebanese, Palestinian, and Syrian communities.

A total of 148 FGDs were conducted as part of this project across 6 different geographical areas. The FGDs targeted Lebanese, Palestinian, and Syrian communities, in rural and urban areas, across various age groups. Moreover, additional attributes were taken into consideration for each of the topics of study with the aim of covering each of the topics as comprehensively as possible. For example, on the topic of Child Marriage, the research team made sure to include both married children as well as mothers and fathers in law. A breakdown of the FGDs conducted and their coverage is represented in the below tables.

Intimate Partner Violence		
Cohort-Area	Type of FGD	Number of FGDs
Lebanese-Rural	Married Females (20-35)	1
	Married Females (36-50)	1
	Married Males (20-35)	1
	Married Males (36-50)	1
Lebanese-Urban	Married Males (20-35)	1
	Married Females (20-35)	1
	Married Females (36-50)	1
	Married Males (36-50)	2
Syrian-Rural	Married Females (20-35)	2
	Married Males (20-35)	1
	Married Females (36-50)	1
	Married Males (36-50)	2

Syrian-Urban	Married Males (20-35)	1
	Married Females (36-50)	1
Palestinians-Urban	Married Females (20-35)	1
	Married Males (20-35)	2
	Married Females (36-50)	1
	Married Males (36-50)	1

Table 2 Intimate Partner Violence FGD Participants

Violence Against Children		
Cohort-Area	Type of FGD	Number of FGDs
Lebanese-Rural	Caregivers Males (20-35)	1
	Caregivers Females (20-35)	1
	Caregivers Males (36-50)	1
	Caregivers Females (36-50)	1
Lebanese-Urban	Caregivers Males (20-35)	1
	Caregivers Females (20-35)	1
	Caregivers Males (36-50)	1
	Caregivers Females (36-50)	1
Syrian-Rural	Caregivers Males (20-35)	2
	Caregivers Females (20-35)	2
	Caregivers Males (36-50)	2
	Caregivers Females (36-50)	2
Palestinian-Urban	Caregivers Males (20-35)	1
	Caregivers Females (20-35)	1
	Caregivers Males (36-50)	1
	Caregivers Females (36-50)	1

Table 3 VAC FGD Participants

Child Labour		
Cohort-Area	Type of FGD	Number of FGDs
Lebanese-Rural	Caregivers Males (30-50)	1
	Caregivers Females (30-50)	1
	Girls engaged in labour (14-17)	1
	Boys engaged in labour (14-17)	1
Lebanese-Urban	Caregivers Males (30-50)	1
	Caregivers Females (30-50)	1
	Girls engaged in labour (14-17)	1
	Boys engaged in labour (14-17)	1
Syrian-Rural	Caregivers Males (30-50)	2
	Boys engaged in labour (14-17)	2
	Caregivers Females (30-50)	2
	Girls engaged in labour (14-17)	2

Palestinian-Urban	Caregivers Males (30-50)	2
	Boys engaged in Labour (14-17)	2
	Caregivers Females (30-50)	2
	Girls engaged in labour (14-17)	2
Total		24

Table 4 Child Labour FGD Participants

Child Marriage		
Cohort-Area	Type of FGD	Number of FGDs
Lebanese-Rural	Caregivers males (30-45)	1
	Caregivers Females (30-45)	1
	Married Girls Adolescents (14-17)	2
Lebanese-Urban	Caregivers males (30-45)	1
	Caregivers Females (30-45)	1
	Mothers in Law (50+)	2
	Fathers in Law (50+)	2
Syrian-Rural	Caregivers males (30-45)	2
	Caregiver females (30-45)	2
	Fathers in Law (50+)	1
	Mothers in Law (50+)	1
	Married boys adolescents (14-17)	1
	Married Girls Adolescents (14-17)	2
Syrian-Urban	Married Boys Adolescents (14-17)	4
	Fathers in Law (50+)	1
	Mothers in Law (50+)	1
Palestinians-Urban	Caregivers males (30-45)	2
	Caregivers Females (30-45)	2
	Married Girls Adolescents (14-17)	1
	Mothers in Law (50+)	2
	Fathers in Law (50+)	2
Total Number of FGDs		34

Table 5 Child Marriage FGD Participants

Children Affiliated with Armed Violence		
Cohort-Area	Type of FGD	Number of FGDs
Lebanese	Children (12-14) Males	2
	Children (12-14) Females	2
	Adolescents (15-17) Males	3
	Adolescents (15-17) Females	2
	Young Adults (18-24) Males	3
	Young Adults (18-24) Females	3
	Caregivers (30-45) Males	4
	Caregivers (30-45) Females	3
Syrian	Children (12-14) Males	1
	Children (12-14) Females	1
	Adolescents (15-17) Males	3
	Adolescents (15-17) Females	3
	Young Adults (18-24) Males	0
	Young Adults (18-24) Females	3
	Caregivers (30-45) Males	0
	Caregivers (30-45) Females	1
Palestinian	Children (12-14) Males	1
	Children (12-14) Females	0
	Adolescents (15-17) Males	6
	Adolescents (15-17) Females	4
	Young Adults (18-24) Males	2
	Young Adults (18-24) Females	0
	Caregivers (30-45) Males	0
	Caregivers (30-45) Females	1
Total Number of FGDs		48

Table 6 CAAV FGD Participants

All FGDs were conducted and attended by a facilitator and a note-taker. The note taker aimed to summarise points and salient themes being raised by participants in the sessions. Their notes also proved useful in filling some of the gaps resulting from poor audio quality of recordings.

As for KIIs, a total of 47 interviews were conducted with relevant stakeholders and community influencers with experience relevant to each of the four topics. The selected sample was carefully selected to represent:

- Males and Females
- Religious leaders
- Community Leaders
- Members of Gender Based Violence (GBV) and/or Child Protection (CP) committees
- National NGOs
- International NGOs
- Social Development Centre directors
- Employers
- Child Protection network representatives in Palestinian Camps

The breakdown of conducted KIIs and the characteristics of their participants is shown in the below table.

Representatives	Total	Gender	
		Male	Female
Religious stakeholder	4	2	2
Community leader	4	2	2
Member who is part of the GBV and/or CP communities	6	3	3
Local NGO	4	1	3
INGO	2	0	2
SDC director	2	0	2
Employer of working children	4	4	0
Representative of child protection network in Palestinian camps	2	1	1
Director (CAAV)	3		
Coordinator (CAAV)	4		
Executive Director (CAAV)	2		
Executive Manager (CAAV)	1		
Faith Based Scouts (CAAV)	1		
Field Manager (CAAV)	1		
General Manager (CAAV)	1		
Manager (CAAV)	2		
Nun (CAAV)	1		
Officer (CAAV)	3		
President (CAAV)	1		
Priest (CAAV)	1		
Scout Leader (CAAV)	2		
Secretary (CAAV)	1		
Shawish (CAAV)	1		
Sheikh (CAAV)	3		
Social Worker (CAAV)	1		
Syrian Shawish (CAAV)	1		

Table 7 KII participants

While CRD aimed for all FGDs and KIIs to be recorded through a dictaphone, they weren't able to obtain permission from participants to do so in a number of FGDs and KIIs. Once a session was concluded, CRD relied on the audio recordings to produce non-verbatim transcripts of the sessions that focused on providing clean, straight to the point information provided by the participants in response to the questions they were being asked.

For sessions in which participants didn't agree to be recorded, CRD relied on their field notes to populate the non-verbatim transcripts with the main points brought up by participants for each of the questions.

DATA ANALYSIS

Upon the finalisation of data collection, it was found that a lot of the information and data provided by the participants was lost through the non-verbatim transcript. As such, UNICEF commissioned MAGENTA to conduct the analysis of data collected by CRD.

MAGENTA started by re-transcribing the recordings for all available FGD and KIIs. In total, recordings were available for 86 out of the 130 FGDs, and 30 out of the 47 KIIs. For the remaining sessions, MAGENTA relied on the field notes provided and produced by CRD.

The re-transcription was done in a word-for-word verbatim manner through the open-source web-based platform

Otranscribe. This was done to make sure every relevant idea, quote, and theme was captured in the analysis.

MAGENTA then relied on the qualitative data analysis software NVivo12 to code all of the transcripts. Transcripts were imported into NVivo, and classifiers were attributed to each document separately to facilitate the process of analysis once coding was completed. The next step in this process was the development of a codebook that would encompass all concepts and drivers relevant to this study. A team of data reviewers went over the different tools used as part of the research, as well as an initial sample of recordings and transcripts pertaining to each of the study areas. This was done to ascertain an initial list of possible responses participants gave as part of the study. MAGENTA's team then relied on the Behavioural Drivers Model to provide the overall general structure. The overall coding structure consisted of three levels, the first three were based on the Behavioural Drivers Model, and the last level was made up of sub-tags that MAGENTA created based on their initial review of data and responses provided by participants. An example of this is:

- Psychological Drivers:
 - Self-Efficacy
 - o Increased Personal Agency
 - “As a woman who can contribute to family’s income as a result of work”

In the above example, the lowest level of the code was created by MAGENTA's team based on their observations that some women have talked about them feeling like they would have more agency if they were to work. This sub-tag fed into the theme of increased personal agency, which falls under Self-Efficacy, which in turn feeds into Psychological drivers based on the Behavioural Drivers Model. From that point forward, while reviewing the transcripts on NVivo, whenever participants mention a point relevant to a certain theme, the data analysts would tag them with the most appropriate sub-tag. While an initial codebook was created prior to the commencement of the coding process, the team followed an iterative approach in populating and expanding the codebook as new themes, opinions or ideas were raised by participants.

It should be noted that different groups of participants would at times prioritise one of the 11 factors of the models or one of its dimension. An example of this was the way potential gains, a dimension of interest, would sometimes be prioritised by participants, while at others they would prioritise interest, one of the factors in the model, of which potential gains is a dimension. This creates limitations in terms of the analysis. However, for the purpose of ensuring data is not aggregated where it should not, MAGENTA decided to utilise participants' responses as they were reported in their respective FGDs.

Utilising this multi-layered approach allowed the team to sort the prevalence of ideas, perceptions and attitudes the participants hold into the analytical framework they are using. Furthermore, by using one consolidated codebook in the coding for the transcripts across the four different topics of study, comparative analysis could be done by assessing the prevalence of certain tags across the four different topics.

Analysis then followed a two-tier approach. The first one relied on the behavioural drivers participants selected as the most influential. In each FGDs, participants were asked to each rank the two drivers they thought to be most influential in the perpetuation of the behaviour they were discussing.

The second tier was deep diving into some relevant themes and ideas brought up through the discussion had with each set of participants. This was done by relying on the frequency and diversity of tagged sections of the transcripts for each topic. This step helped further inform the analysis of the top two behavioural drivers identified by participants, but also helped shed more light into the influence some of the other drivers that were relevant but necessarily chosen as the main ones.

The analysis for each of the topics was done through NVivo's various capabilities including the production of tables summarising the frequency data was referenced per sub-tag which could then be filtered and disaggregated across the different classifiers including age, gender, nationality, and geographical area.

Also worth noting, that while analysis for the Child Labour, Child Marriage, Violence Against Children, and Intimate Partner Violence pieces was done consistently (i.e. through relying on the same methodology), the tools used for the Children Affiliated in Armed Violence differed in their design. As such, while the second tier of analysis (mentioned above) was done by relying on the same coding structure, we couldn't implement the first tier of analysis as respondents didn't prioritise two main drivers as they did in other behaviours' FGDs and KIs. Moreover, a set of questions asking about the trajectory of the lives of children involved in armed violence were included in this piece (the participants were

given an imaginary scenario in which a 13 year-old boy or girl are involved in armed violence. They were then asked about what they envisioned their role to be, what events in their past led to such involvement, and what they expected their future to be like, among other questions), and as such necessitated a separate tranche of analysis to be done.

CHALLENGES AND LIMITATIONS

UNICEF, CRD, and MAGENTA all contributed to the design and implementation of this research project with the aim of making it as comprehensive as possible. However, as with any other research, limitations still exist in the way the results can be interpreted. Some of the main challenges and limitations include:

- **Qualitative research limitations:** the findings and results presented in this report should not be interpreted as completely generalisable in the same way quantitative research results are. Rather, the research aims to inform the development of CP and GBV SBCC strategies in Lebanon through offering insight into some of the main themes, ideas, and perceptions that certain demographics may hold towards the four areas of study. In a sense, this research and report present a significant step towards fully understanding the dynamics governing CP and GBV related behaviours in Lebanon's various communities.
- **Quality of raw data:** While MAGENTA transcribed a significant portion of the raw data, not all FGDS and KIIs could be transcribed verbatim as recording permission was not granted for audio recordings in 44 FGDS and 17 KIIs. While reliance on the field notes and non-verbatim transcripts provided an acceptable alternative to fill in the gaps and provide sufficient insights to conduct the analysis, it resulted in less material being coded and as such accuracy of graphic representation for frequency of mentions of certain themes was somewhat hindered.
- **Limitations resulting from human biases:** Due to the volume of data that had to be collected, coded, and analysed, several persons were involved in the production of this research. Though the various processes were standardised as much as possible (examples of these include setting guidelines for the transcription of raw materials, standardising the codebook ahead of time and reviewing its components and utility on a regular basis), there will always remain discrepancies in the way translation, transcription and coding is performed by different individuals due to their own personal biases. This may have resulted in a minor discrepancy in the way data was analysed and coded. However, as a mitigating measure, MAGENTA's research analyst went over all the coded materials once coding was finalised to standardise the way in which coding took place across the four different areas of focus for this research.
- **Limitation in tabulation of results:** This particularly concerned the first tier of analysis in which participants ranked and prioritised drivers. Here, there was a discrepancy on the level in which drivers and causes were prioritised. This is to say that at times, participants would prioritise higher level drivers like Interest, while in others, they would prioritise sub-drivers such as potential gain (which is a sub driver to interest) as a main driver. To preserve the intent and opinion of participants, MAGENTA opted to represent data as they were reported in their analysis and this report.
- **The disconnect between data collection and analysis:** though data collection took place between September and December of 2018, analysis of the data started end of May 2019. This, at times, presented a challenge to the analysis team who wasn't able to refer back to the data collection team for inquiries.
 - Though a balanced sample was sought after at the design phase of this research, difficulties in reaching certain demographics lead to a disparity in representation across some sub-demographics. For example, Palestinians in rural settings could not be included in this research, and difficulties in inclusion of children in the Child Labour area of study constitute a challenge and limitation.
 - Some difficulty was encountered in defining areas as urban or rural as there doesn't seem to be consensus in the case of Lebanon over which areas are urban or rural and the criteria often used for such categorisation are not standardised.
 - Moreover, due to the different structure CAAV tools followed, analysis of the raw data could not be done consistently across all five behaviours. This was mainly due to the absence of the prioritisation exercise which prohibited us from conducting the first tier of analysis listed

above. In lieu of that, we were able to conduct the second tier of analysis and supplement it with an analysis of the trajectory Children Affiliated with Armed Violence might face through the timeline exercise. This limitation restricted our ability to compare overall driver prioritisation across the five behaviours and limited it to the first four as discussed in the next chapter. Worth noting here is that the CAAV data were part of a separate complete piece of research that were analysed separately outside of this report. However, it was added into the scope of this research to analyse the data through the Behavioural Drivers Model.

A group of young people, mostly of South Asian descent, are gathered outdoors. They are holding a thick, light-colored rope together, suggesting a team-building or group activity. The image is overlaid with a semi-transparent blue rectangle. In the center of this rectangle, the text "CROSS CUTTING DRIVERS ACROSS THE FIVE THEMES" is written in a bold, white, sans-serif font. The background shows the faces and upper bodies of the participants, some smiling. One person in the foreground is wearing a patterned shirt with the word "PROMPT" visible. The overall scene is bright and positive.

**CROSS CUTTING
DRIVERS ACROSS THE
FIVE THEMES**

This chapter of the report will aim to explore some of the common and cross-cutting themes and findings of the research. While each researched topic (theme) is unique in the factors participants prioritised as main drivers, some general and over-arching observations can be made from the research's overall findings across such themes.

BEHAVIOURAL DRIVERS PRIORITISED BY PARTICIPANTS

Overall Driver Frequency of Prioritisation



Figure 3 Overall Driver Frequency of Prioritisation

Figure 3 illustrates the most frequently prioritised drivers by participants across four areas of study (Child Labour, Child Marriage, Violence Against Children, and Intimate Partner Violence). The three sections making up the center circle in the chart represent the three main categories of drivers, psychological, environmental, and sociological. Offshoots of each on the outer layers of the chart represent the different drivers and sub-categories that participants have listed underneath them during the focus groups. Overall, participants prioritised structural barriers as a main driver in the practice and perpetuation of Child Labour, Child Marriage, Intimate Partner Violence and Violence Against Children. Other frequently prioritised drivers were Interest and Potential gains which were prioritised in almost exactly as frequently.

Social Influence was the fourth most prioritised driver followed by Self-efficacy and Agency. The below section discusses some of the main overall findings pertaining to each, as well as some relevant overall observations and findings from other less prioritised, but frequently mentioned drivers.

Most notably, structural barriers are perceived to have the most influence in the occurrence of Child Labour, Child Marriage, Intimate Partner Violence and Violence Against Children. This can be seen by the frequent use of relevant tags like: "Health" and "Social Services inaccessible", and "Unavailability of adequate shelter" and "Unavailability of

employment opportunities". While the role of financial standing and employment availability played a different role in each of the topics, they were all influential, nonetheless. In the cases of Child Labour and Child Marriage, they were seen as a negative coping mechanism to relieve the financial burden of supporting a household. In the cases of Intimate Partner Violence and Violence Against Children, poverty was seen as a main cause of fatigue and stress which participants reported to affect their self-efficacy and self-control, consequently leading to them taking out their frustration (intentionally or unintentionally) on their partners and children. This is to say that though not explicitly mentioned, participants often noted poverty and financial hardships to be a root issue or cause that affected all areas of their lives, one of which, was self-efficacy which was seen as a significant driver for the occurrence and perpetuation of Intimate Partner Violence and Violence Against Children.

The role of education was also perceived to be positive for the most part. This didn't necessarily reflect the current influence of education but rather its potential to decrease the prevalence of behaviours. There was also a prevalent notion that Intimate Partner Violence and Violence Against Children are often performed by uneducated individuals. In Child Marriage and Child Labour they were seen as alternatives to marriage and /or work by children. However, the current education system was often criticised for not including emphasis on the four areas of study (themes) in this research in the curriculum. Teachers were also sometimes perceived to play a role in perpetuation of Violence Against Children by practicing it in schools and socialising boys into violent-accepting mindsets.

AN INDEPTH LOOK AT THE MOST RELEVANT CROSSCUTTING DRIVERS

Environmental Drivers

Frequently mentioned Structural Barriers

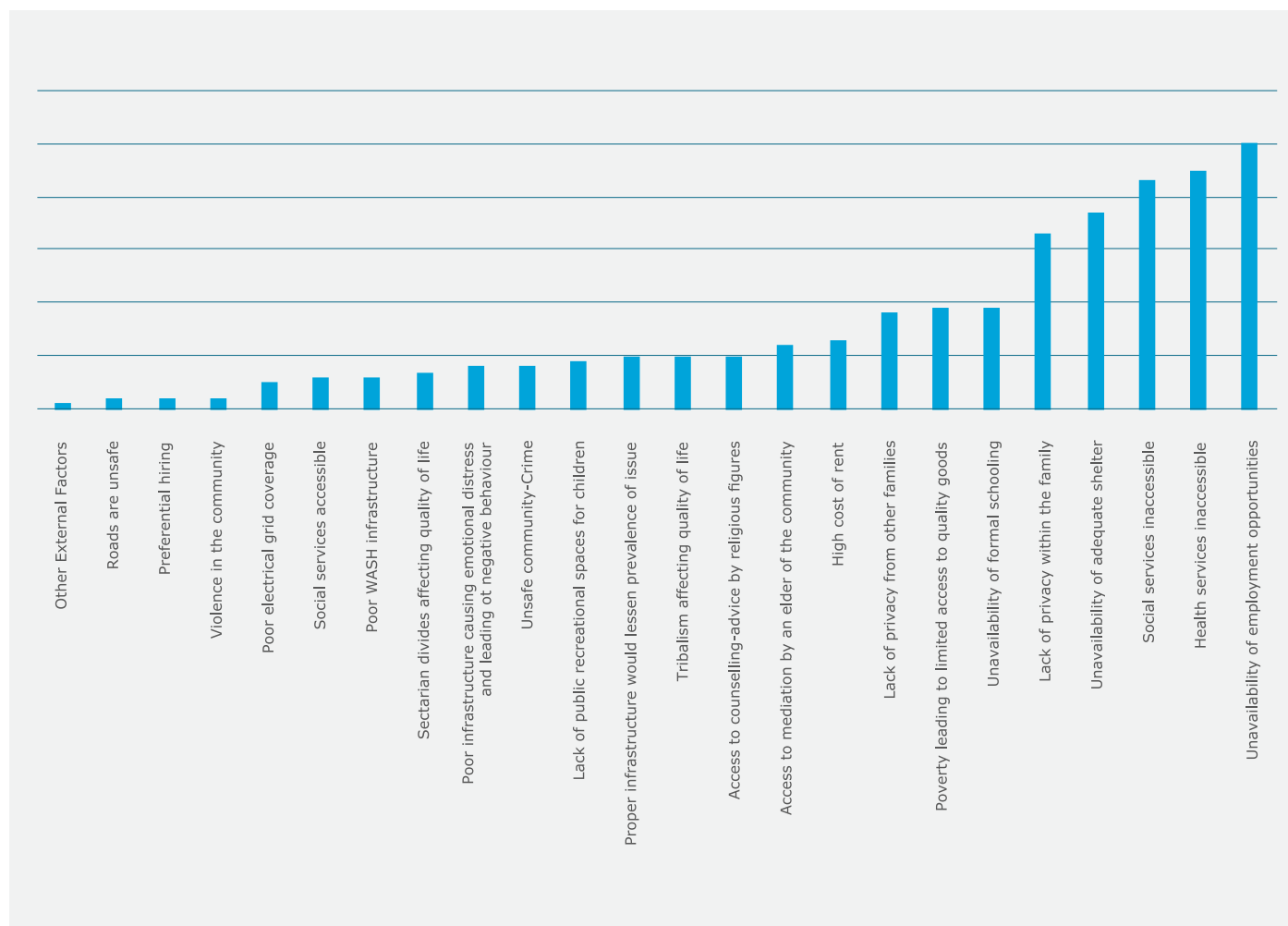


Figure 4 Frequency of structural barrier nodes

- Most of the Environmental Drivers referred to in this research pertained to Structural Barriers. As illustrated in Figure 4, the most commonly referenced topics pertained to **quality of shelter and privacy issues resulting from the small size of housing, inaccessibility to health and social services, and unavailability of employment opportunities.**
- In addition to these, a wide host of other factors existed that weren't structural barriers themselves but were still heavily relevant to structural barriers. An example of this was mentioning of financial support as a potential gain when discussing Child Labour or Child Marriage, or participants expressing personal beliefs pertaining to financial needs and their importance such as *"Poverty is the main cause of Violence Against Children."*

Psychological Drivers

The most frequently used interest-based drivers were potential gains and perceived risks. The frequency of tags used indicates higher emphasis on the risks associated with the behaviours rather than their potential gains. Under possible risks, the most frequently mentioned risks were the breakdown of the family unit, divorce, physical harm, psychological

harm, and loss of children's future. The most frequently referenced potential gain across the violent behaviours (Intimate Partner Violence and Violence Against Children) were their value as a potential disciplinary measure. As one participant noted: *"(The child) wouldn't be affected much with shouting, the small children they fear from those things, but the older ones he will reply back, you would need to hit him"*. While for Child Labour and Child Marriage they mostly relied on their ability to relieve financial burdens within the household.

Frequently Mentioned Potential Gains

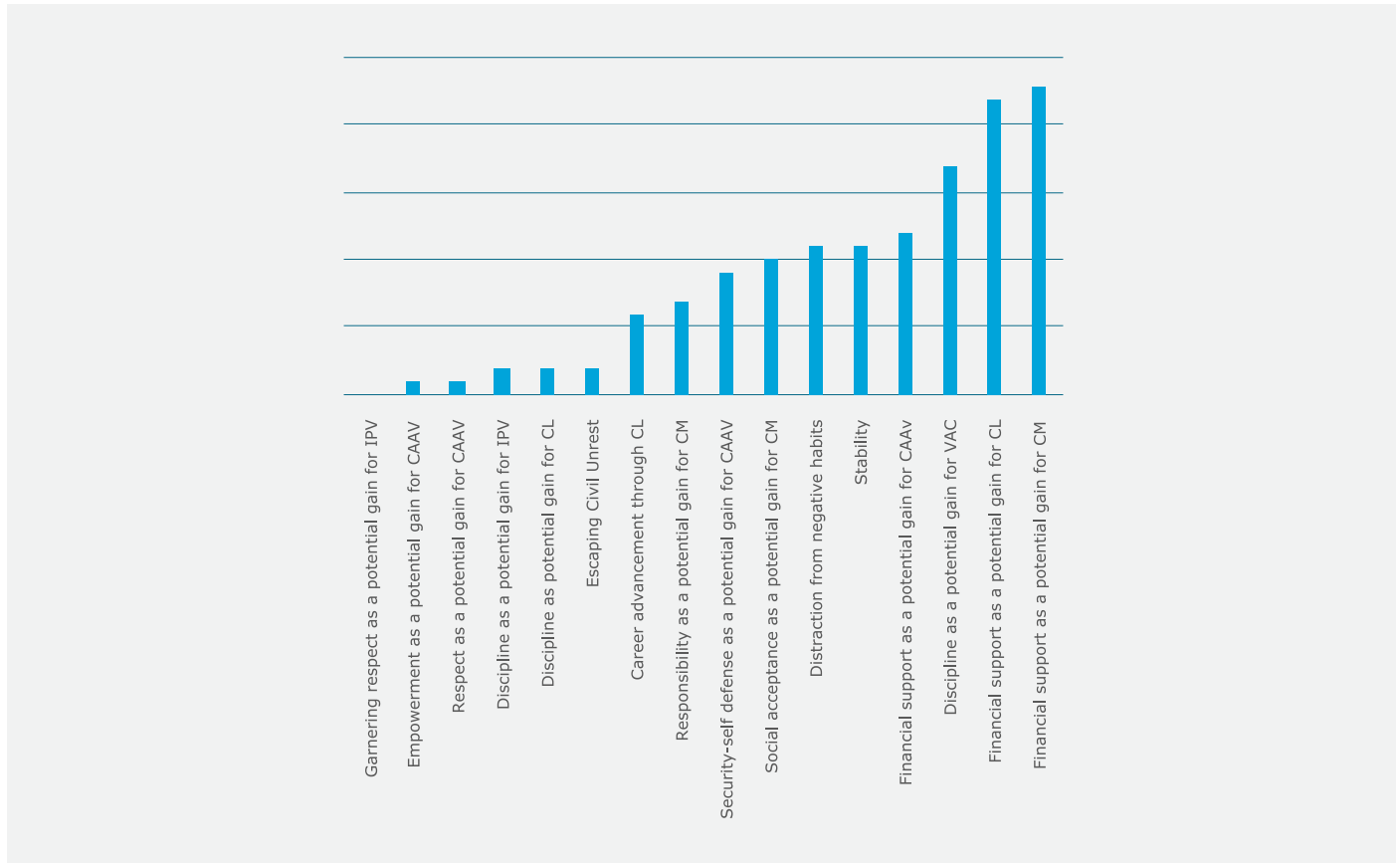


Figure 5 Frequently referenced potential gains

As illustrated in Figure 5, referenced potential gains referred to modalities of overcoming certain structural barriers. An example of this was referring to financial support as a potential gain for Child Labour, and Child Marriage. Other factors were more disciplinary such as participants believing there's disciplinary value in Violence Against Children or Intimate Partner Violence.

However, potential risks were far more referenced than potential gains (approximately three times). The main referenced risks were psychological and physical harm, divorce, breakdown of family, and loss of future. Figure 6 below illustrates the full list of perceived risks reported by participants. Loss of future was used as a somewhat of a catchall, tag indicating the general sense of detriment to the family and child participants thought Intimate Partner Violence, Violence Against Children, Child Labour, or Child Marriage had.

Frequently Mentioned Perceived Risks

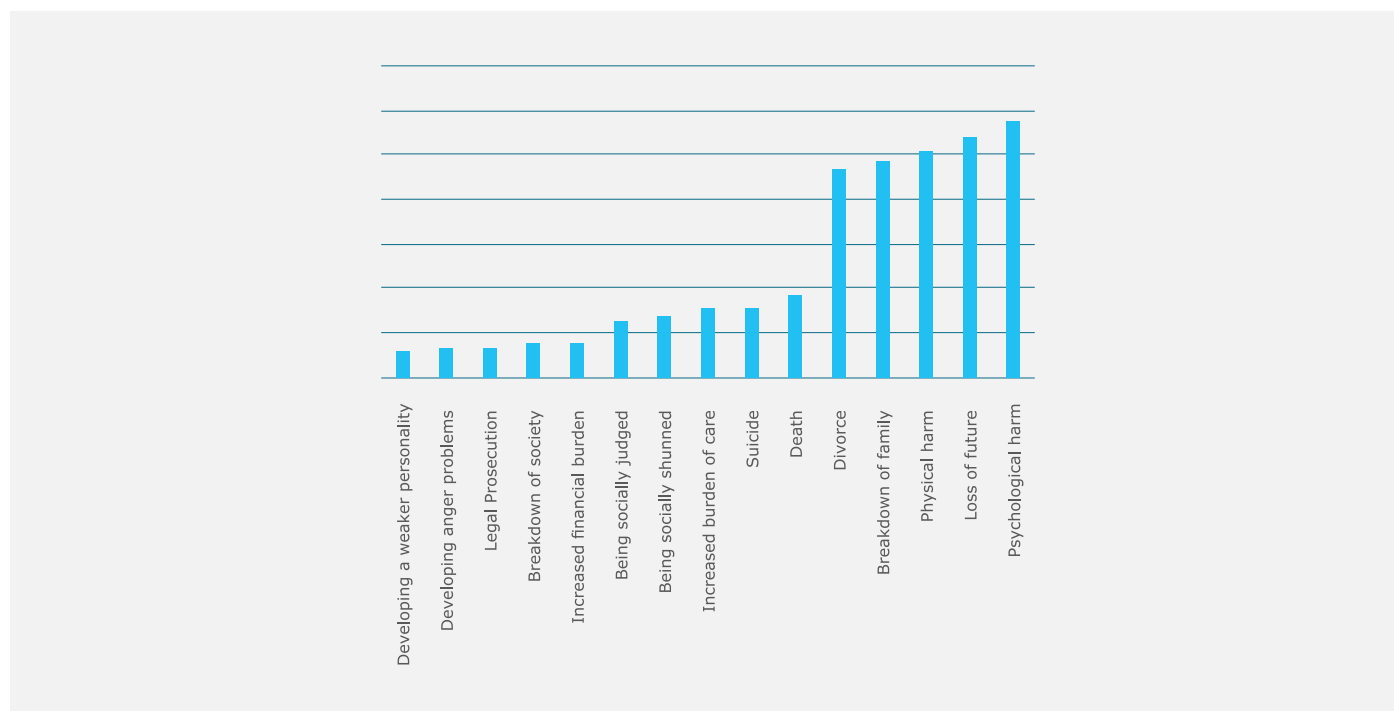


Figure 6 Frequently referenced Perceived Risks

Other significant Psychological Drivers pertained to the topics of Self-Efficacy and Agency. Some of the main findings for which were as follows:

- **Stress and fatigue:** Stress was referenced to play a major role in the perpetuation of the four behaviours. Stress was often referenced by parents when discussing hardships, they face in their daily lives and how it pushes them into adopting behaviours they may not necessarily agree with. This is particularly true for Intimate Partner Violence and Violence Against Children where fatigue was noted to be a main driver.
- Though Child Labour would sometime be perceived a positive effect on **enhancing children's sense of personal agency**, this would often be reported by parents rather than children themselves.
- Increased agency was also mentioned as a potential driver for Child Marriage. This was mainly manifested in participants noting that starting one's own family and household would further enhance their freedom of movement and in-house decision autonomy. This opinion was particularly mentioned for women more than men. *"If you don't get married to that person, you can't go out. This happened to me. If you don't get married you can't go out anywhere, no going out, no school nothing."*
- There was also some mention of parents' needing **assistance with childrearing**. This tag was mostly used in situations where parents would talk about how they sometimes don't know how deal with their children if they misbehave or act too energetic while the parents' themselves are exhausted. Though Self-Efficacy entailed multiple drivers, those pertaining to increased and decreased agency were the most relevant ones. Increased Agency was heavily more referenced than decreased agency. In the context of this research, referenced to increased agency at the lowest level (tagged nodes) were used to note instances where participants referenced different sources through which personal agency is increased in their opinion. This was heavily (and mostly) referenced in the Child Marriage and Child Labour discussions as a potential benefit or cause for children to engage in labour or marriage.

The only use of agency-relevant tags/ mentions for Violence against Children and Intimate Partner Violence pertained to two issues that were touched upon less significantly in discussions. The first was agency of parents that would be

manifested through their practice of Violence against Children, and the other pertained to a women’s increased sense of agency in the household if she was to contribute to the house financially.

Sociological Drivers

Social influence was a recurring theme as well. It refers to how influenced by, and concerned, about other’s opinions and actions one is. This section explores the social environment and norms within it which condition individual behaviours.

Sociological factors were heavily referenced across all FGDs, even if they weren’t always prioritised as one of the two most influential drivers in each FGD. Some of the most prominent findings pertained to decision making patterns, family roles and relationships, gender ideologies, power relations, norms (moral, injunctive, and descriptive), and the attitudes and perceptions of the reference network.

Common Gender Ideologies and Perceptions

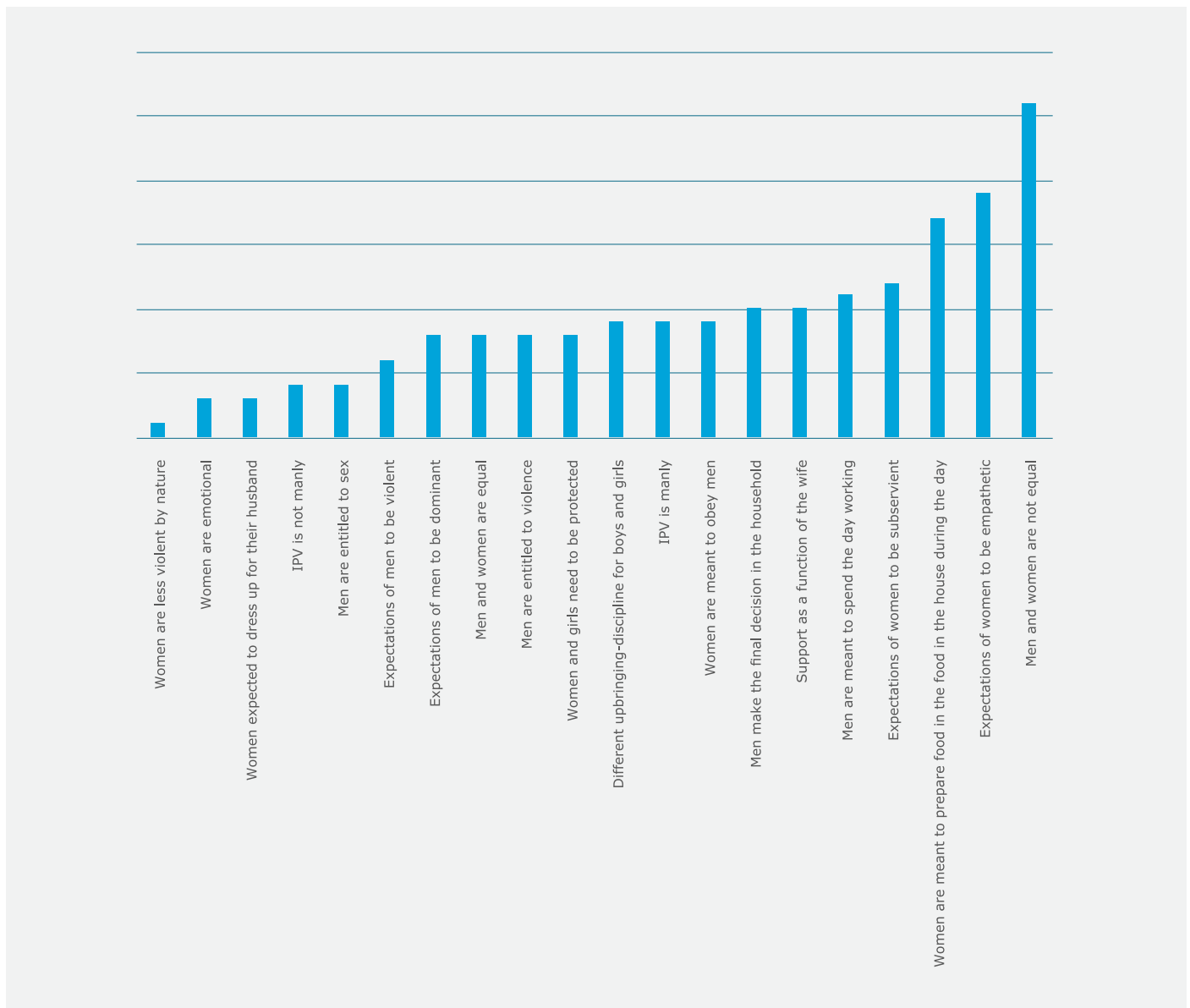


Figure 7 Gender ideologies

Figure 7 represents the frequently used gender ideologies that came up during discussion with participants.

- **Gender ideologies:** The data shows the different ways men and women’s roles are considered within this study. Most considered men and women not to be equal in their communities “*Men are always more entitled than*

women in the Middle East in everything including during marriage, divorce, and living their lives free". Women are relegated to domestic roles and activities including the preparation of food and doing chores. Men on the other hand are expected to go to work during the day. The different considerations held for women and men can also be understood to contribute to disharmony in the household that would influence the practice of all four behaviours covered in this research. Men are believed to be entitled to sex and violence within the household. They make the final decision in the house, they are expected to be dominant and, in some instances, practicing Intimate Partner Violence is even considered to make them more manly. Women on the other hand are expected to be empathetic to what men are experiencing and provide a supportive figure to the men. Passivity in women's role and influence is very-well pronounced. This is further elaborated on in some of the norms referenced in the discussions as shown in Figure 8 below.

Frequently Referenced Moral Norms

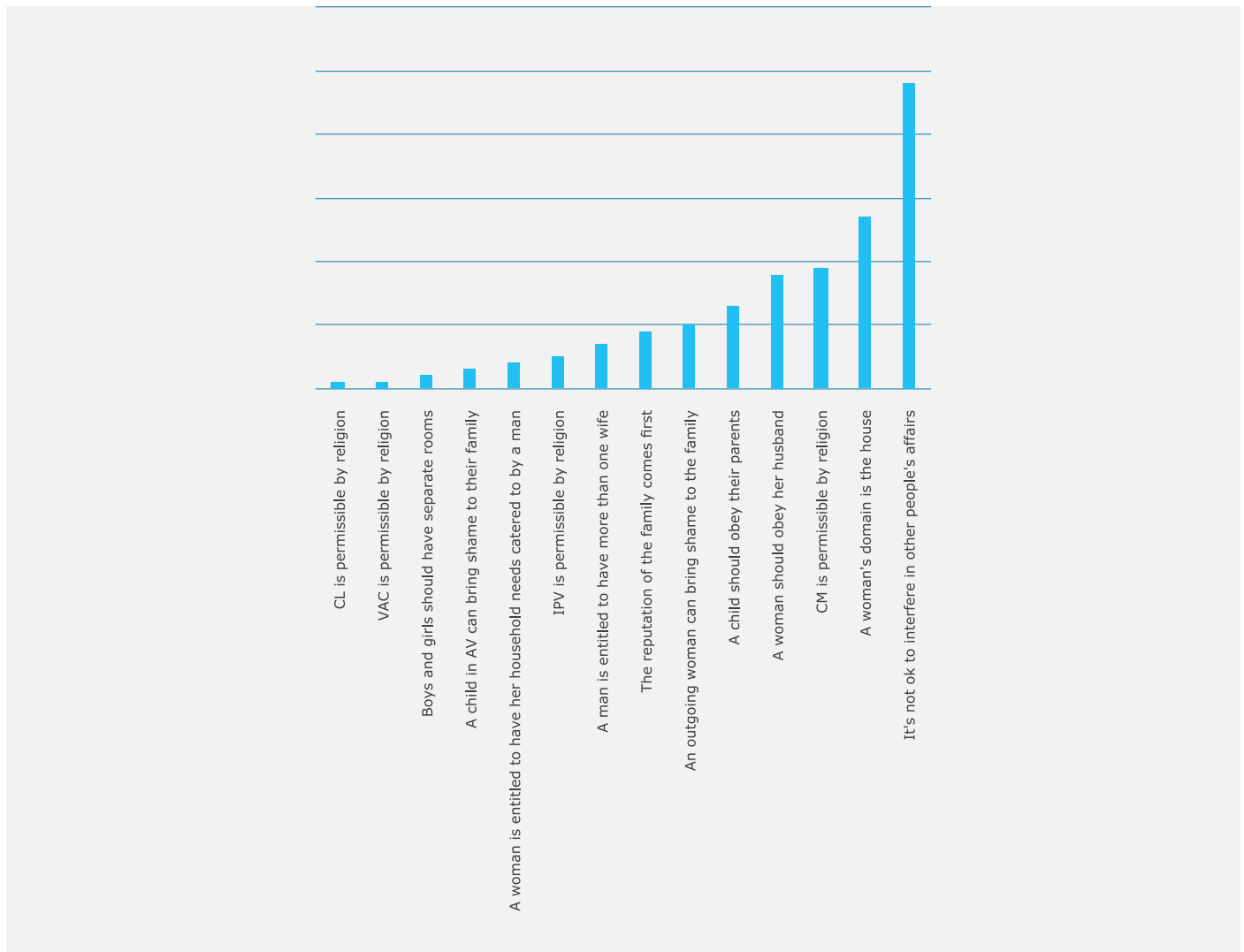


Figure 8 Frequently referenced norms

- Men maintain decision autonomy** within the household. This is largely due to their accepted role as the financial provider to the family. Though very much based in cultures and norms, decision making power within the household still seems to be influenced by one's ability to financially support the family. *"Because he's the head of the family, his word is absolute. here in this community the man is the one who makes the call, the woman doesn't get a say after him. because if anything happens to the child or he falls you won't hear the end of it, no I'll let the father bear the responsibility."*

- **Further imbalance in gender-based roles and expectations** can be perceived in Figure 9 as women's role is perceived to be domestic and restricted to the house. She is expected to obey her husband. An outgoing woman can bring shame to the family's reputation and the reputation of the family comes first.
- **This disparity contributes to increased pressures and stresses** experienced by the parents which are often referenced as causes when discussing Intimate Partner Violence and Violence against Children.
- **Strong social cohesion** was reported when discussing the immediate community, it was also evident that this social cohesion only stretched so far.
- **Certain issues were deemed to be out of the scope of the wider community** (Violence Against Women and Children for example) and strictly private family matters. This relates to another crucial finding pertaining to the hesitation members of the community feel to intervene when observing such behaviour taking place in front of them.

The four behaviours also seem to be affected significantly by sociological factors in the forms of norms and culture affecting the level of acceptance within the community. This was also coupled with cognitive dissonance as apparent by the use of the sub-tags representing contradictory opinions in the same FGDs. While most FGDs noted their (and their community's) rejection of the behaviour, on the surface and in principal, their opinions often allowed for exceptions where they thought the behaviour was justified and, in some cases, even noted their community accepted them as normal. People were more reluctant to discuss acceptance of violent behaviours like Violence Against Children and Intimate Partner Violence, but in Child Labour FGDs it was very evident (particularly in Palestinian FGDs) how much the behaviour was accepted. Essentially, structural and financial hardships experienced by households is perceived to justify the adoption of behaviours even if they are deemed to be harmful or unideal.

Family Roles and Relationships

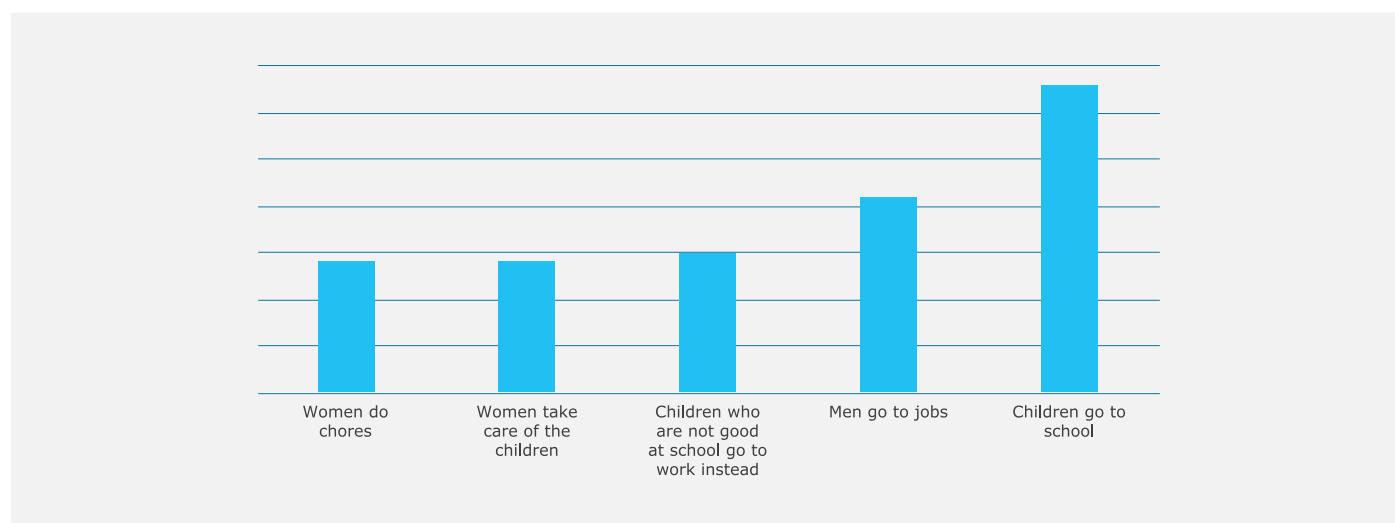


Figure 9 Family roles and relationships

Norms were also perceived to have a highly significant role in the perpetuation of behaviours. For Child Marriage, in most of the FGDs, participants mentioned in one form or other that the behaviour is part of their community's traditions, and sometimes, identity.

Gender roles were very evident and influential as well, and though participants didn't usually attribute the adoption of behaviours to the gender roles (sometimes they would), it was very clear how it further amplifies the stresses that may lead to the adoption of such behaviours. There is a social expectation of them to support the house financially, and when unemployment and poverty is rampant, the sense of stress grows and leads to them practicing Intimate Partner Violence and Violence Against Children.

Conversely, women's roles were often perceived to be in the house and her responsibilities pertained to the upbringing of the children and performing chores as illustrated in Figure 9. These sets of responsibilities were often seen as less important than those attributed to men, as such, if a woman was not to perform them as expected, this was often reported to be an excuse for violence to be practiced against her. It seems that the deterioration of the economic and financial standing of the household, and male financial productivity largely contributed to their agitation and lack of self-efficacy. As such, women requesting household supplies and children asking excessive questions was often perceived as "nagging" and was seen by both men and sometimes women as justification for violence to take place within the household.

This dissonance regarding roles in the household is further emphasised by the discrepancy participants expressed when asked about the level of influence various family members have in the house and the decision-making process. While the majority of FGDs noted that decision making in their households would be done collectively between a husband and wife, upon further probing, they would all mention the final decision rests within the male head of household. Other markers of gender relations include the reported entitlement of men to sex and violence in Intimate Partner Violence FGDs, even by women.

Decision Making Patterns

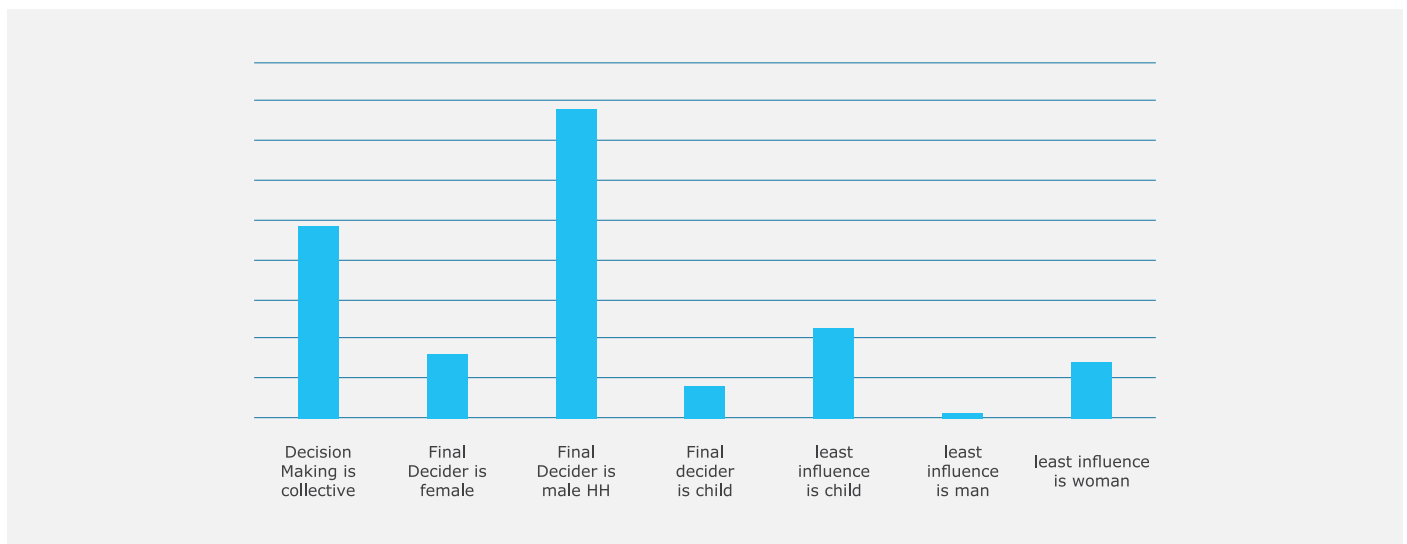


Figure 10 Decision making patterns

Participants offered various and sometimes clashing opinions on the role different members have on influencing their opinions as seen in Figure 10. Reliance on family, community, and friends for support and asking them for advice and help was mentioned almost equally across the four different topics. Elders were always seen as influential figures who would be relied on for their experience but also as mediators for conflicts. A lot of participants however would note that these topics are sensitive and as such they wouldn't interfere if they were to witness it happen in front of them as its seen as a private matter concerning only those living within the household. Men, however, had more legitimacy to interfere than women.

The frequency in which participants mentioned their communities accepting the practice was evident for Child Labour and Child Marriage, though there were still significant mentions of the opposite as well. More importantly was that Intimate Partner Violence and Violence Against Children were almost equally mentioned to be accepted and rejected by the community as illustrated in Figure 11.

Reference Networks: Frequency of coding

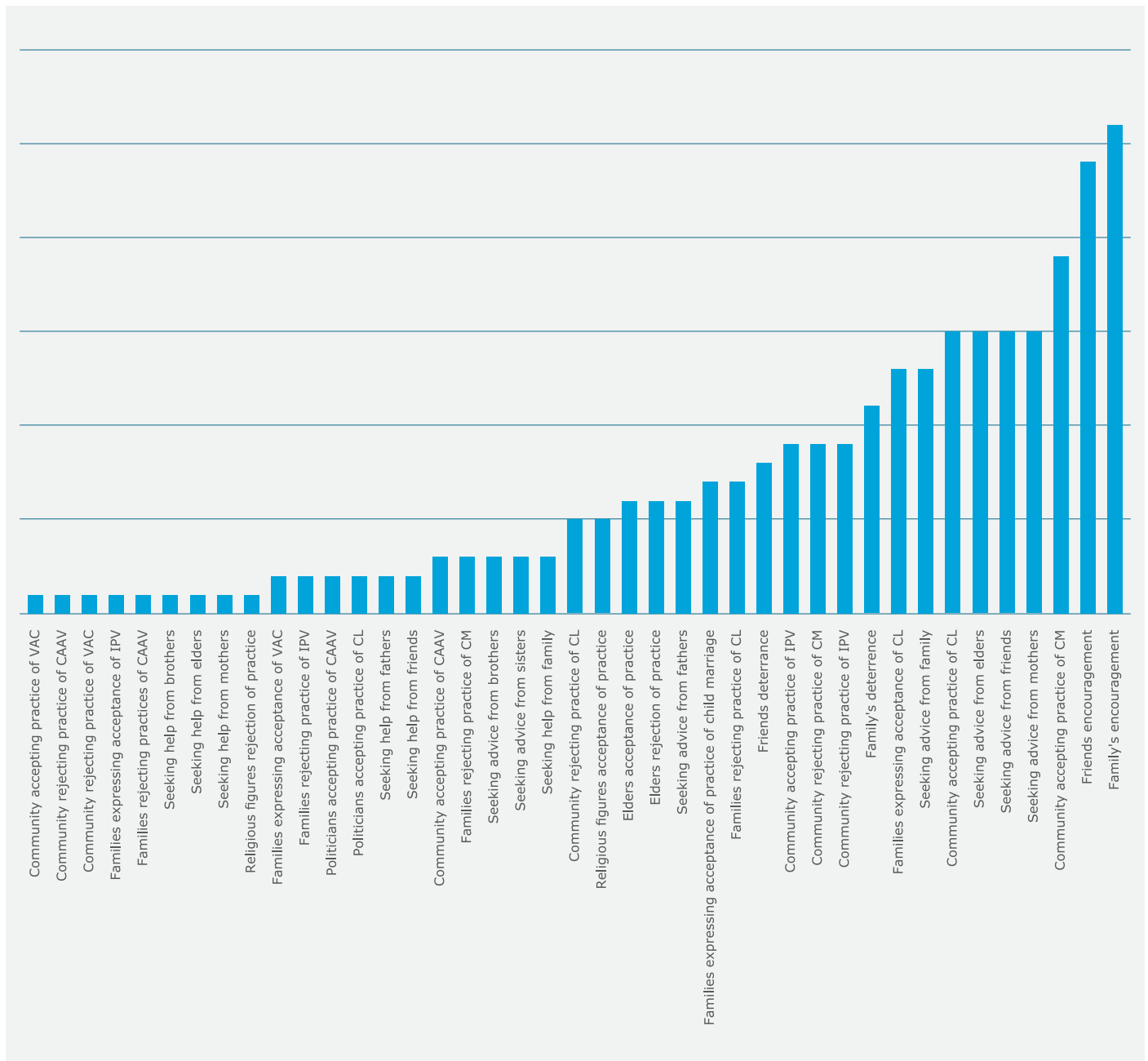


Figure 11 Reference network's attitudes and perception

Other relevant findings include:

- Family's and friends' encouragement of the behaviours were mentioned more than their deterrence. However, in the context of discussion, the role they play in influencing behaviour couldn't be determined to be positive or negative.
- This inconclusiveness of nature of influence extends to neighbours, mother and father in laws, and members of the immediate community.
- Politician's acceptance or rejection of all of the behaviours wasn't mentioned except for two occasions in which they were believed to accept Child Labour. This denotes little belief participants have in politicians as influencers.
- Religious Leaders were referenced to be accepting of the behaviours more often than rejecting them. However, their exact role in perpetuating or hindering behaviours could not conclusively be ascertained.

- Community Elders were perceived to have an almost unanimously agreed-upon legitimacy as mediators. This was particularly evident in communities that referred to themselves as tribal.
- The role of televised media was also contradictory across different FGDs. They were perceived to be harmful and a credible source of information in similar frequencies.
- Social media's role and influence couldn't be ascertained as positive or negative either. They did, however, seem to play a role in the spread of fears parents had of their children meeting someone from the opposite sex in the context of CM. They were also often referred to as a negative way for women to pass or waste their time which could lead to intimate partner violence. Intimate Partner Violence was thought of as a disciplinary measure or a result of self-efficacy often influenced by a perceived abandonment/ falling behind of women on their domestic duties by spending too much time on social media.

VARIANCE ACROSS NATIONALITIES

Overall Lebanese Driver Frequency of Prioritisation

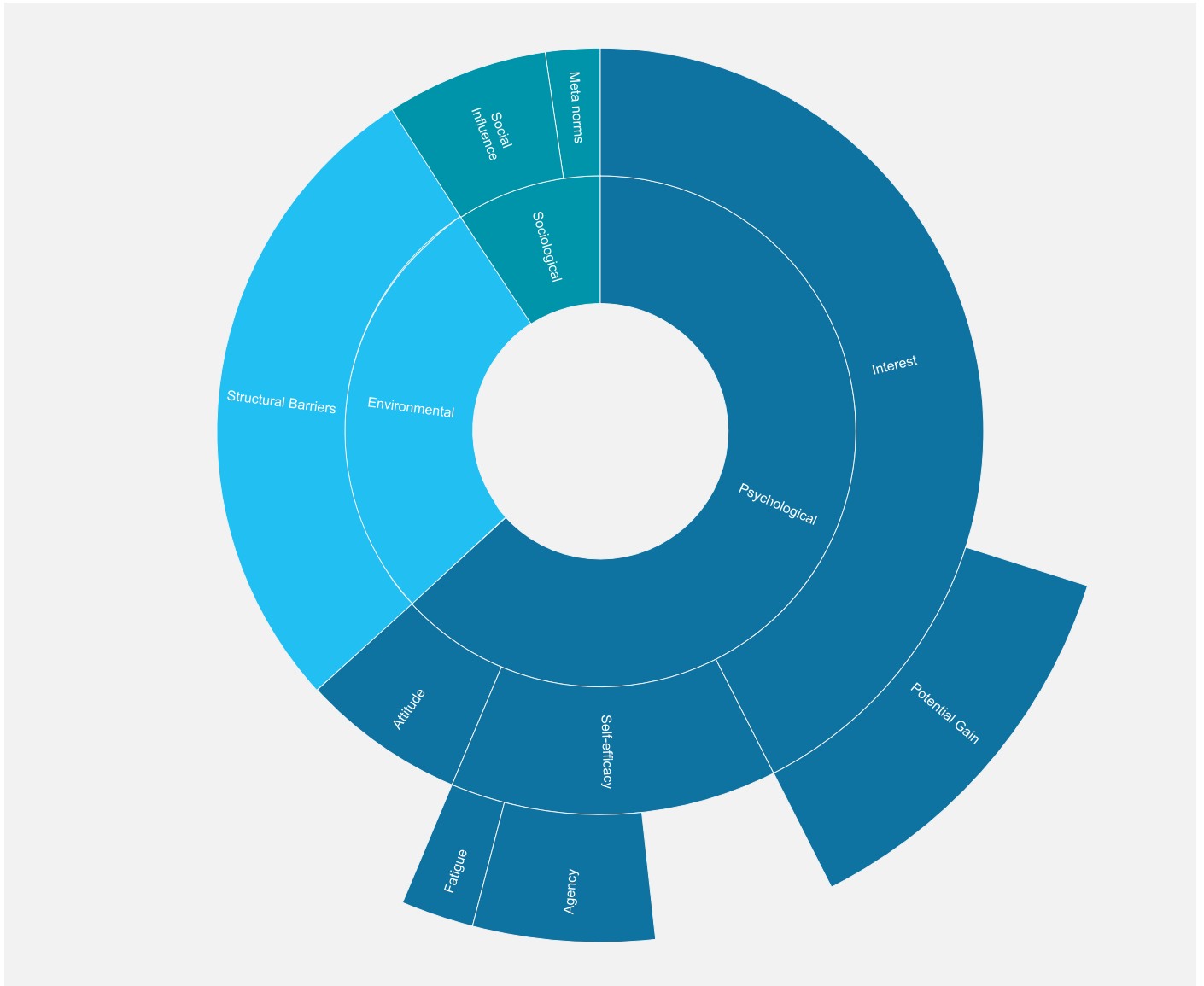


Figure 12 Frequency of prioritisation-Overall - Lebanese

Lebanese

The most frequently prioritised drivers by Lebanese participants were structural barriers, interest and potential gains, as well as attitudes and agency which were very close in the frequency of their prioritisation. Though most groupings and disaggregation's of data ranked structural barriers as primary, in general, the distribution of different drivers was most balanced in Lebanese FGDs.

Overall Syrian Driver Frequency of Prioritisation

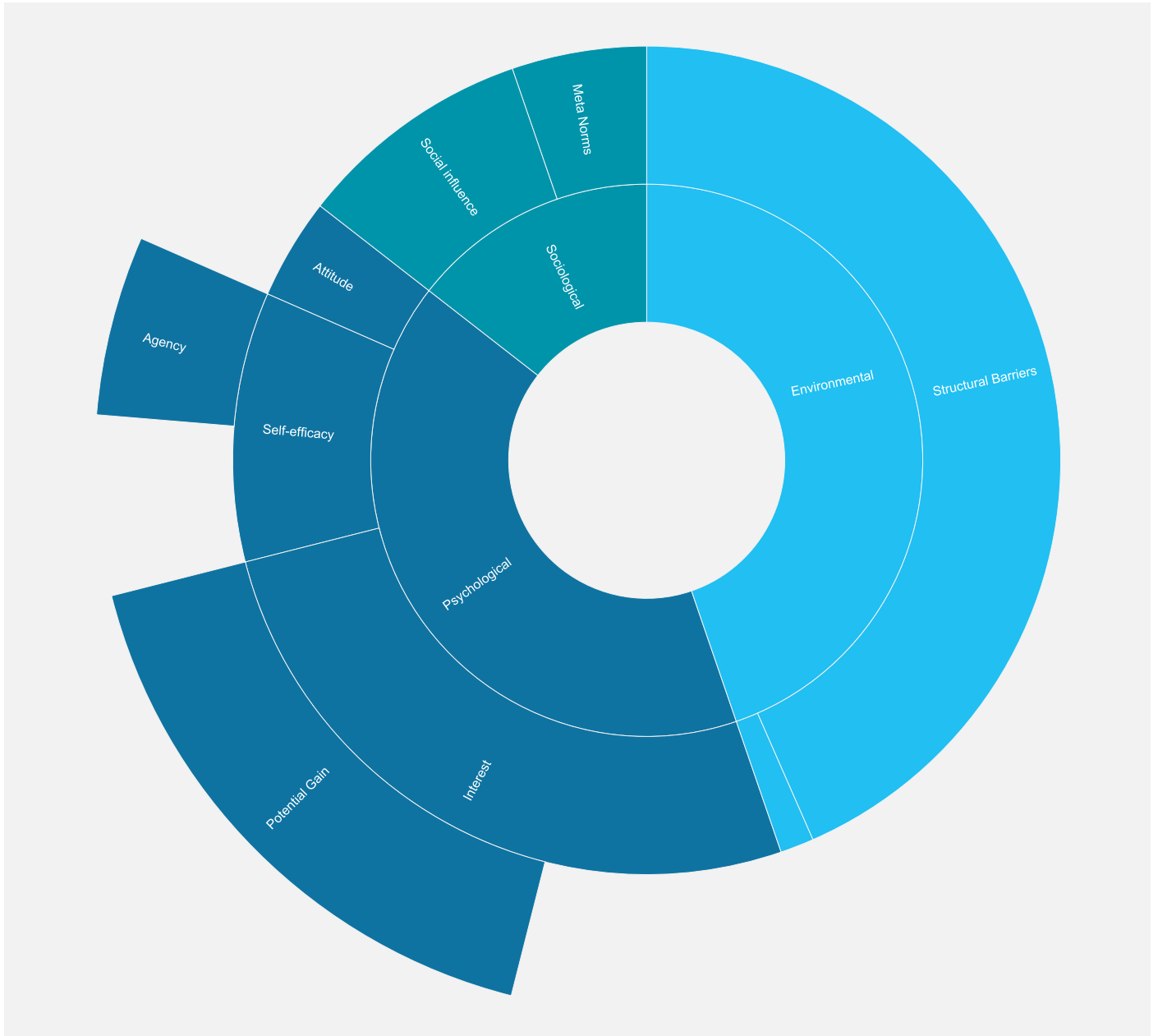


Figure 13 Frequency of prioritisation-Overall - Syrians

Syrians

Though not by a significant margin, norms were more prevalent as a driver in FGDs held with Syrians. Fatigue was not prioritised in any Syrian FGDs, though it was mentioned as part of discussions, particularly in the ones where self-efficacy was prioritised. The heavier emphasis on structural barriers could also be interpreted as Syrians and Palestinians placing more emphasis on structural barriers because they are confronted with it more than Lebanese nationals. For Syrians, their recent displacement translates into less adequate shelter arrangements and poorer infrastructure.

Overall Palestinians Driver Frequency of Prioritisation



Figure 14 Frequency of prioritisation- Overall- Palestinians

Palestinians

For Palestinians, their inability or hardship faced in gaining officially recognised employment further contributes to their prioritisation of structural factors as primary. Attitudes were also not prioritised as a driver in any Palestinian FGDs. One of the cohort-relevant findings of significance were the amount of times stigma against Palestinians was mentioned as a factor. What was often referenced was the set of institutional barriers that prohibits Palestinians from equal participation in the labour market. To them, this further emphasises the role structural barriers play for Palestinians, and by extension, the role such barriers have on maintaining and accepting the four behaviours. Loss of support due to displacement was also mentioned in mostly Syrian FGDs. This was particularly highlighted in Child Marriage and Intimate Partner Violence FGDs by females when discussing the topic of marriage and reasons that make them get married (sometimes at a young age) and stay married despite Intimate Partner Violence taking place. For some, the unavailability of family members (mothers and sisters were the most referenced) was another factor for them to endure.

VARIANCE ACROSS AGE GROUPS

Since different areas of study followed a different classification of age grouping variances across age groups was elaborated on in their dedication area of study sections.

VARIANCE ACROSS URBAN AND RURAL

Overall Rural Driver Frequency of Prioritisation



Figure 15 Frequency of prioritisation -Overall- Rural

OVERALL URBAN DRIVER FREQUENCY OF PRIORITISATION

Overall Urban Driver Frequency of Prioritisation



Figure 16 Frequency of prioritisation -Overall- Urban

Very little differences exist between the overall disaggregation of results across urban and rural areas. The only noticeable discrepancy is the alternation of agency and attitudes roles.

VARIANCE ACROSS GENDER

Overall Male Driver Frequency of Prioritisation

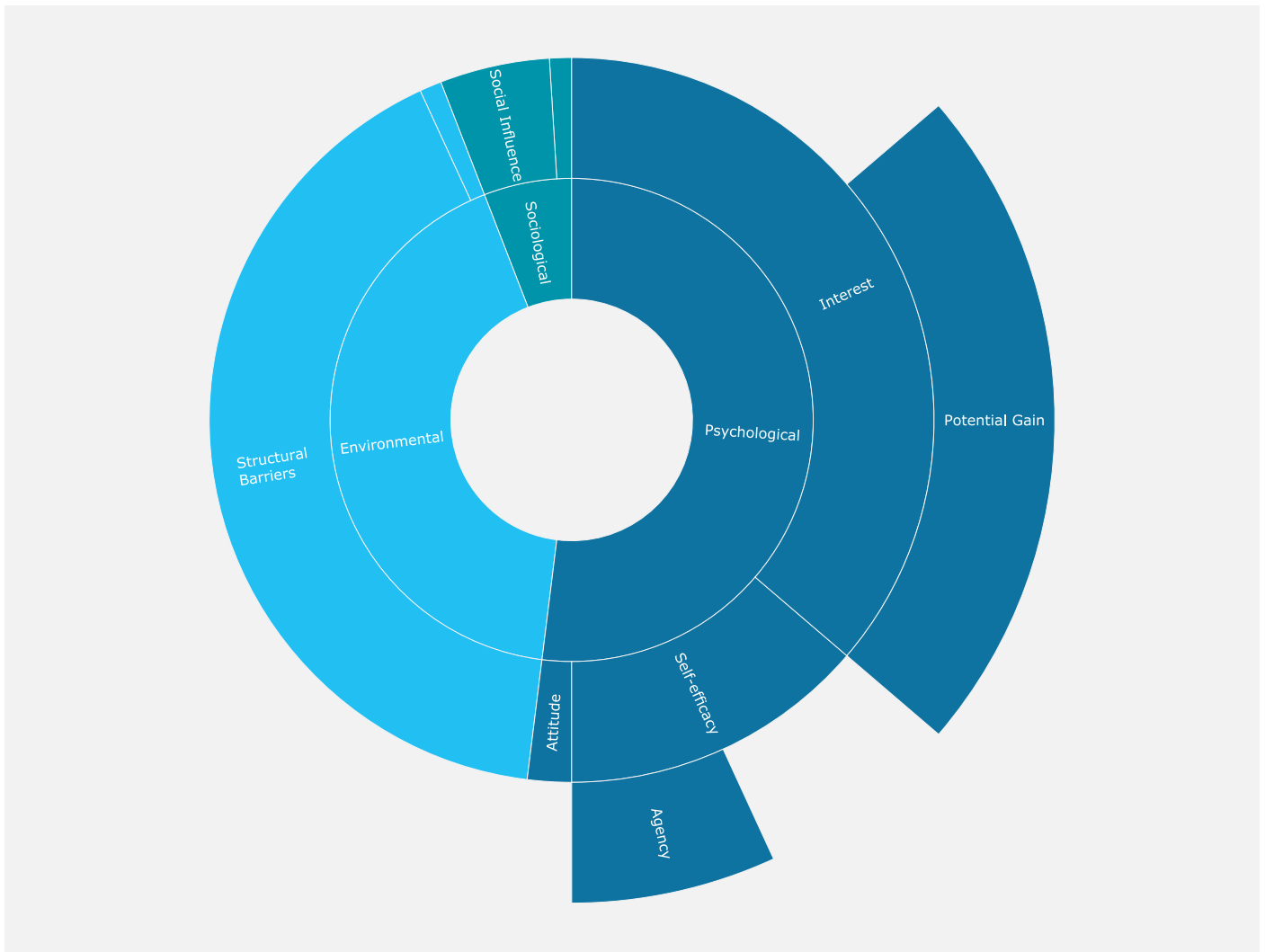


Figure 17 Frequency of prioritisation - Overall- male

Male

Male respondents showed a less balanced distribution of possible drivers contributing the four behaviours and placed heavier emphasis on structural barriers such as lack of available employment opportunities and income than females did. Potential gains were also given a higher priority in male FGDs than females ones. These included the perceived disciplinary value of violence-based behaviour and financial incentives of Child Labour and Child Marriage.

Female

Overall Female Driver Frequency of Prioritisation

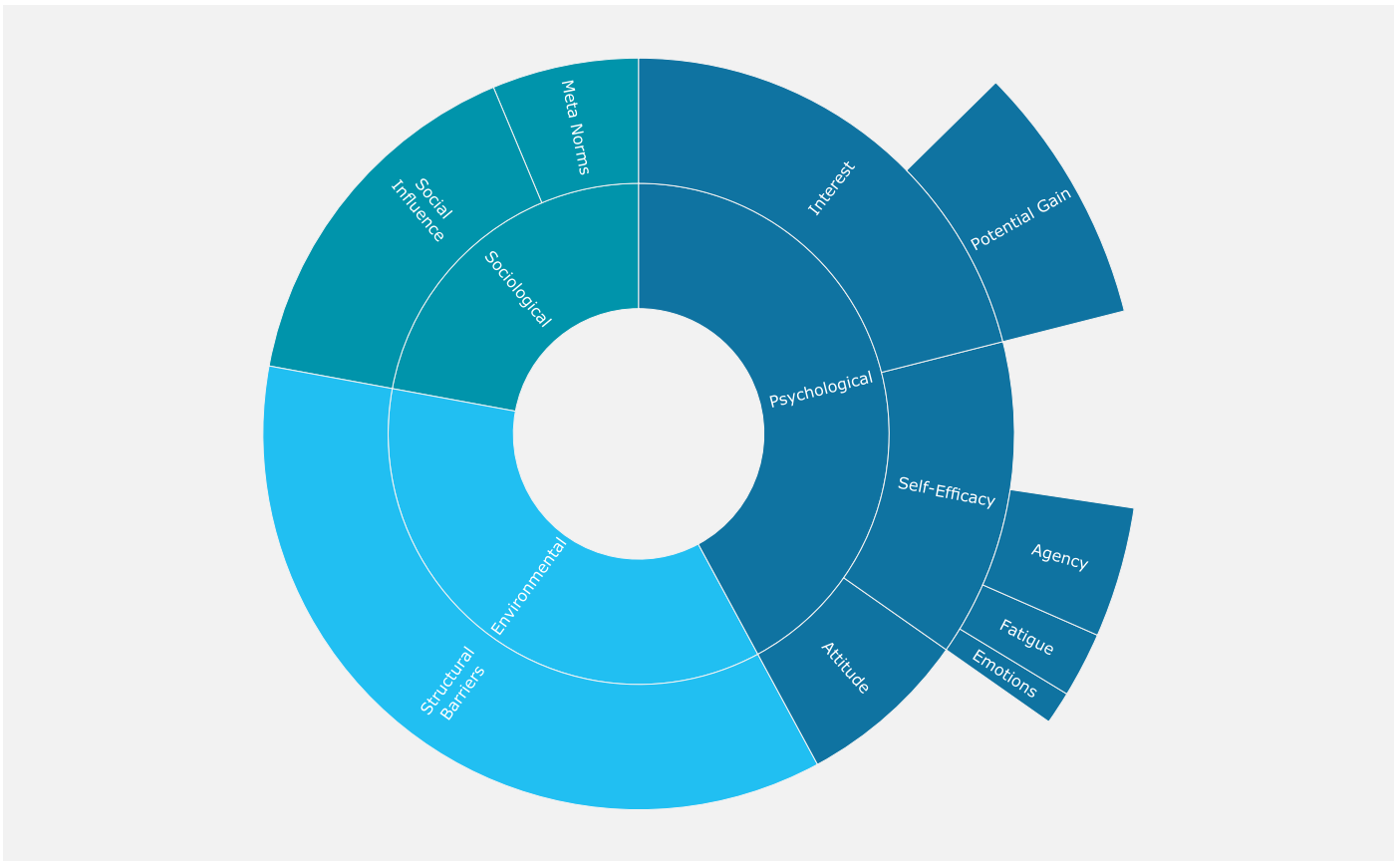


Figure 18 Frequency of prioritisation -Overall- female

Female participants in the research expressed a more diverse distribution of factors and drivers that would contribute to the four behaviours. Fatigue was also only mentioned specifically in female FGDs.



**KEY FINDINGS:
CHILD LABOUR**

BEHAVIOURAL DRIVERS AS IDENTIFIED BY PARTICIPANTS

Child Labour was often perceived by participants as a coping mechanism to poor living conditions and structural barriers faced by parents, such as inability to get a job. This is evident in the way participants prioritised Structural Barriers and Potential Gains to be the two most relevant behavioural drivers for Child Labour.

Child Labour Overall Driver Frequency of Prioritisation

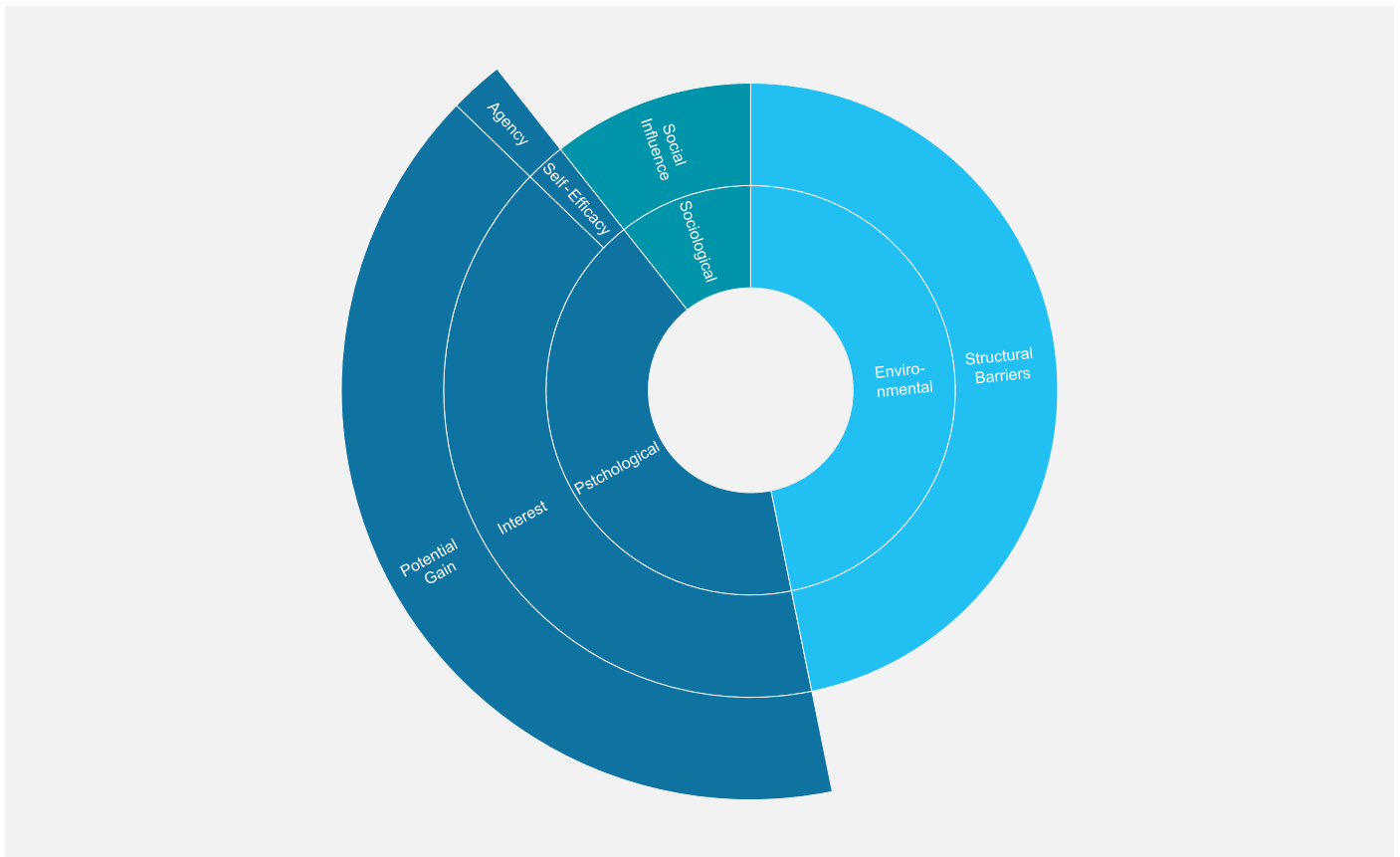


Figure 19 Frequency of prioritisation-CL - primary driving factors

Structural barriers were referenced as one of the two most important drivers in all FGDs held focusing on Child Labour except for two FGD (both of which were held with women). The most commonly referenced drivers pertaining to Structural barriers were financial hardship, inadequacy of living and residence conditions, unavailability of employment opportunities and inaccessibility to social and health services. In this context, Child Labour was often referred to as a negative coping mechanism by which families would alleviate the financial burden placed on the household.

Similarly, Interest (and particularly potential gains) was often mentioned as an important driver motivating families and individuals into accepting and engaging into Child Labour. The most frequently referenced potential gain for Child Labour pertained to financial reasons as well such as “financial support as a potential gain for Child Labour”. This further emphasises the role which FGD participants believed that structural barriers play in the perpetuation of Child Labour.

However, a closer more detailed look at the references made by participants during the FGDs reveals a more complex model for understanding the drivers of Child Labour and deterrents as illustrated in Figure 20.

AN INDEPTH LOOK AT CHILD LABOUR

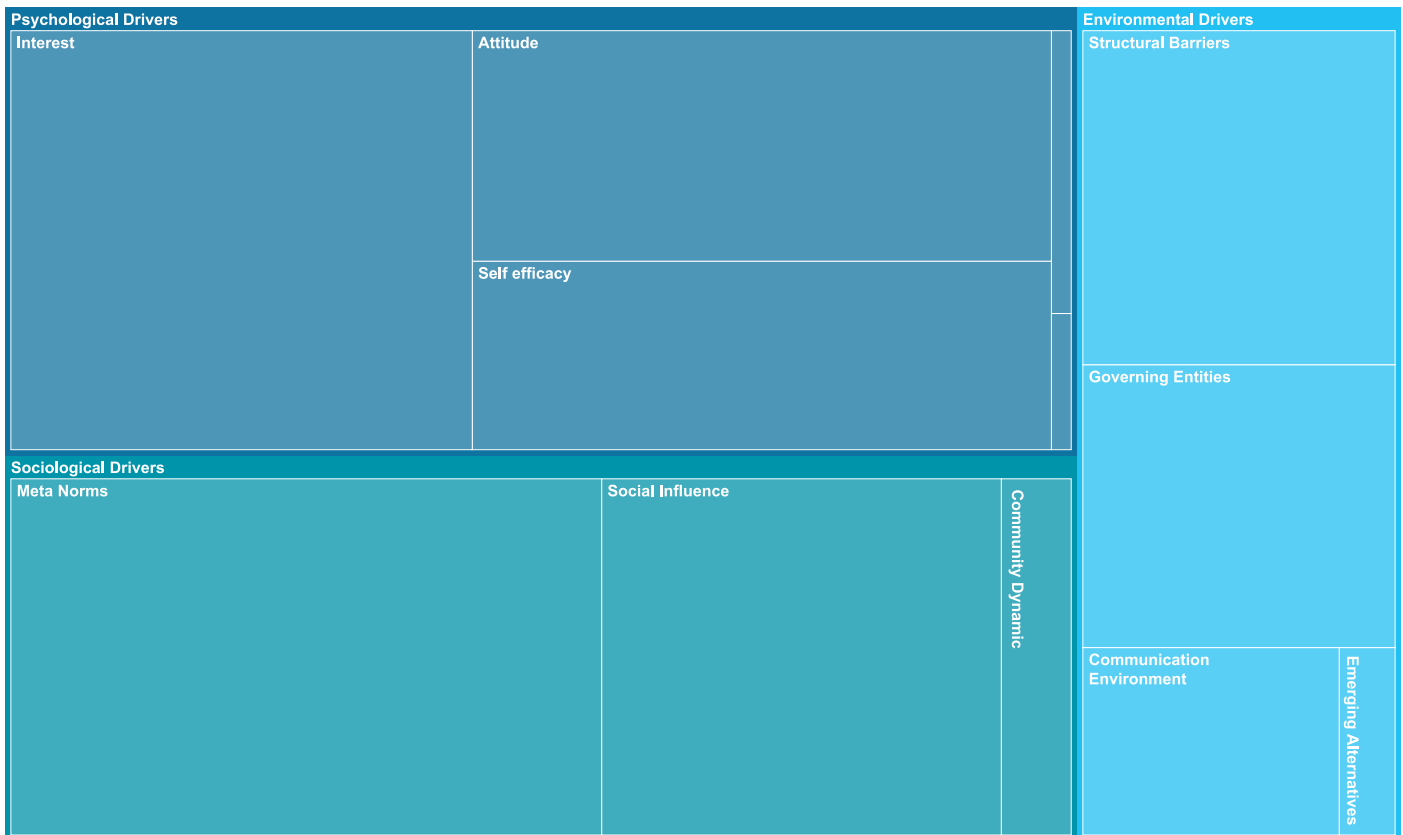


Figure 20 Analytical themes - child labour

This belief by participants (that structural factors are the main driver of Child Labour) could also be interpreted to result of the fact that other factors pertaining to psychological and sociological drivers, can be challenging for participants to self-report on. As a result, the analysis further interpreted the participants' responses in order to gain deeper insights. Figure 20 shows that while Environmental drivers, and specifically structural barriers, play a significant role in the occurrence of Child Labour, the issue itself is more complex and touches on Psychological and Sociological drivers as well.

Psychological drivers

- Benefits of Child Labour often outweigh the risks:** Child Labour's acceptance was notably higher than that of Violence Against Children, Intimate Partner Violence or Child Marriage. While a lot of the harms and risks associated with Child Labour were acknowledged by participants, including physical and psychological harm and fear of exploitation, the financial benefits often outweighed the risks. This was further reinforced by the belief that a child who is underperforming in school would be better off working instead. Community acceptance of Child Labour seemed more widespread in Palestinian and Syrian communities but also rural Lebanese communities. In Palestinian communities particularly, Child Labour acceptance was high due to awareness of institutional barriers diminishing prospects of education as a valid path for children.
- Engaging in Child Labour can provide a sense of agency:** More notably, a lot of the instances where children involved in child labour themselves reported higher agency as a result of engaging in Child Labour were in Palestinian communities. For Palestinians, there was a distinct sense of

distrust in the governing system and the opportunities they have available to them. This agency can be derived from freedom of spending or meeting your own financial needs if the family can provide it to you. Referring to the way children think of it at times, one participant noted that *“they think ‘why does that person have more than me? I want to go out in work, even if it’s detrimental to myself.’”*

- **Palestinian often believe that labour provides more opportunity than education:** The belief and perhaps reality of the existence of policies that actively exclude them from equal participation in the labour market is important to consider. There was a common belief that pursuing an education would be useless if it wasn’t going to lead to a good job. As such, child employment became an alternative to education. This sentiment was shared by Palestinian boys themselves show a lot of acceptance to Child Labour and are socialised at a young age into traditional male roles of being the supporters and breadwinners of their families. To a certain extent, there was even a sense of pride. The Palestinian community seems especially protective of girls and their involvement in Child Labour. When one participant was asked if he thinks he can secure a good future through education, his response was: *“As a Palestinian [in Lebanon]? Of course not, it’s impossible. Even if you finish university, you still can’t get good employment.”*

Sociological Drivers

- **Perception of childhood:** Some of the findings pertain to the perception of the child, and how old participants believed someone ceases to be a child. Less than two thirds of participants saw that children are those belonging the below 18 age grouping. The remaining considered the children cut-off age to be 8 and 17. The reasons were largely subjective and due to a mix of reasons such as the perceived mental capacity of children, therefore influencing when they are able to take on responsibility. Other characteristics of children according to participants had to do with their level of maturity, awareness, and ability to take on responsibilities. The combination of these two factors indicate a lack of understanding of children needs and capabilities. While labour in general is seen as a burden, it is sometimes believed that children below the age of 18 are capable of taking on such a burden.
- **Child Labour is often a family decision:** More often than not, Child Labour was seen as something encouraged or enforced by the parents. It was very rarely implied that is it a decision made by the child.
- **For teenage boys, Child Labour is associated with manhood:** When it was implied that the teenager took the decision to work, it often related to beliefs held by the community that Child Labour indicates growth, maturity, responsibility. Furthermore, when the decision to engage in Child Labour is made by a teenage boy, it is often associated with growth, maturity and responsibility. Notions of independence and supporting one’s family are closely intertwined with the idea of manhood. Further gender-based observations also pertain to the level of acceptance/tolerance that participants reported for Child Labour.
- **Teenage girls need to be “protected”:** While acceptance of Child Labour for girls was present, participants always noted the girls acceptable working age to be higher than that for boys. This heavily tied to the idea that girls require more protection and need more time to reach what they often referred to as “awareness”.
- **Acceptable jobs differ for teenage boys and girls:** This is further illustrated in the types of jobs communities saw to be appropriate for girls as opposed to boys. Where it was perceived to be normal for boys to take on labour-intensive vocations including carpentry, plumbing, and construction, appropriate jobs for girls often pertained to more sheltered, indoors and safer occupations including working in beauty parlours, sales, and sewing.

Environmental drivers

- **Lack of access to employment opportunities for parents (mostly Syrians):** Although parents might not approve of Child Labour, financial hardship makes sending your child to work one of the only options for the family to survive.

VARIANCE ACROSS POPULATION COHORTS

Child Labour Lebanese Driver Frequency of Prioritisation

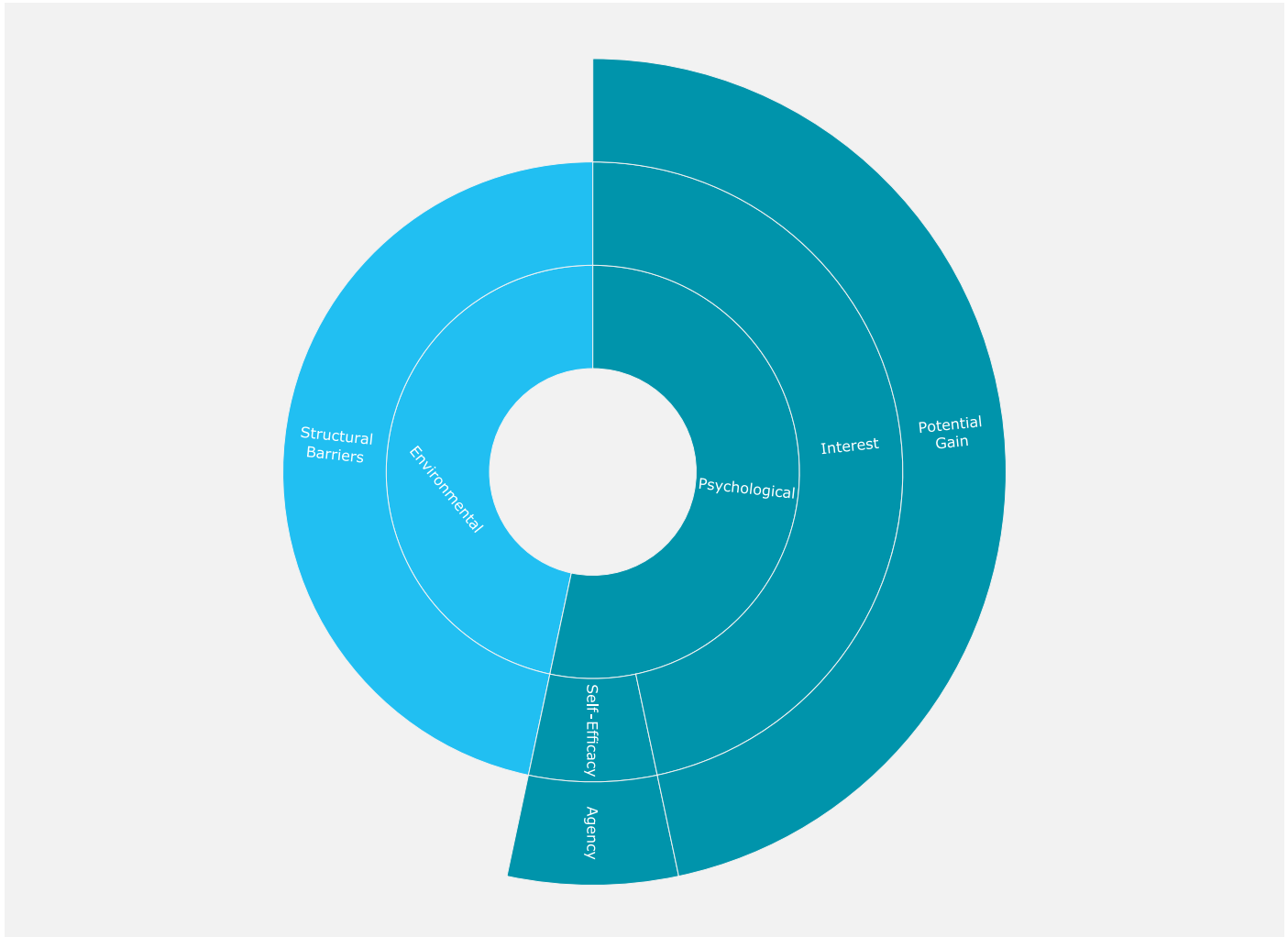


Figure 21 Frequency of prioritisation for Lebanese

Lebanese

Lebanese nationals were the only cohort not to mention social influence as one of the top behavioural drivers for the prevalence of Child Labour. Moreover, they have placed more emphasis on potential gains as driver than any of the other demographics.

They placed particular emphasis on perceived gains and potential risks including financial support as a potential gain and physical and psychological harm as a perceived risk. As one participant phrased it: There are psychological effects on the child, the child may experience violence, the child may have diseases, the child might start stealing, because by being on the streets he is being exposed to many things. The caregivers don't face risks, because they are the ones who are sending the child to work.

Syrians

Syrians showed the most diversity in terms of prioritisation of Child Labour drivers. Though they still prioritised Potential Gains and Structural Barriers as the two most influential drivers as a whole, they also prioritised Agency and Social Influence. Some of the ways Social Influence was manifested was through the way different members of the community were perceived to enforce/ perpetuate the acceptance of Child Labour as a behaviour, such as family and friends who would often be perceived to affect negatively; they expect from the children to go to work when they come of age.

Child Labour Syrian Driver Frequency of Prioritisation



Figure 22 Frequency of prioritisation for Syrian

Palestinians

Child Labour Palestinian Driver Frequency of Prioritisation



Figure 23 Frequency of prioritisation for Palestinian

For Palestinians, the main drivers for the adoption of Child Labour were Structural Barriers and Potential Gains. Though they have shown the highest acceptance of Child Labour as a necessary coping mechanism, Agency wasn't referenced as a main driver. To Palestinians a lot of the behaviours are attributed to poor living conditions and hardships faced in life as noted by one participant: *“Some of our kids leave school at 13 years old, if a child sits around for a year without working then it's a shame... It's better for them to bring their families 5,000 or 10,000 (LBP), to help them live... Life is hard for us here, you should know about the life in Palestinian camps, we're the worst off people [in Lebanon], we live one day a time.”*

VARIANCES ACROSS AGE GROUPS

Child Labour 14-17 Driver Frequency of Prioritisation

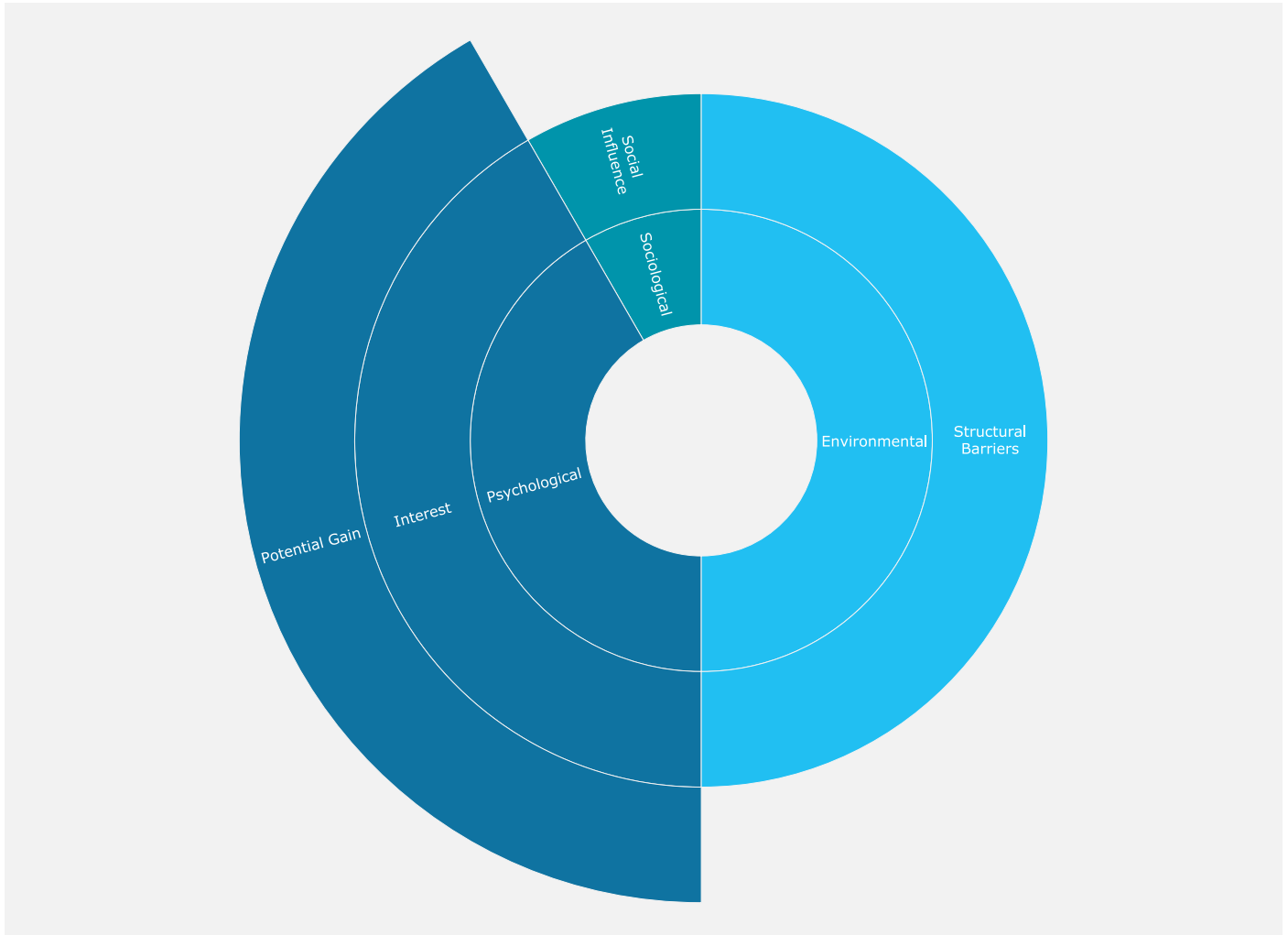


Figure 24 Frequency of prioritisation - 14-17 years old

14-17 Years old

This sub-group was made up of teenage laborers covered in this research. Interestingly, Agency wasn't prioritised to be a driver in any of the discussions. Rather, the majority of emphasis was based on Structural Barriers and Potential Gains again. The main Potential Gains referenced here were ones relevant to coping with poor living conditions. Supporting the family financially was one of the most stressed factors as one participant noted: *"Even if I'm doing well in school, if I see that my family is in a difficult situation, then I'd leave school and work for them. Because I know that, even if I continue school and get a university degree, I'm not going to find a job that pays me better than something that I can find right now. I'm taking advantage of an opportunity to help my family."*

Child Labour 30-50 Driver Frequency of Prioritisation

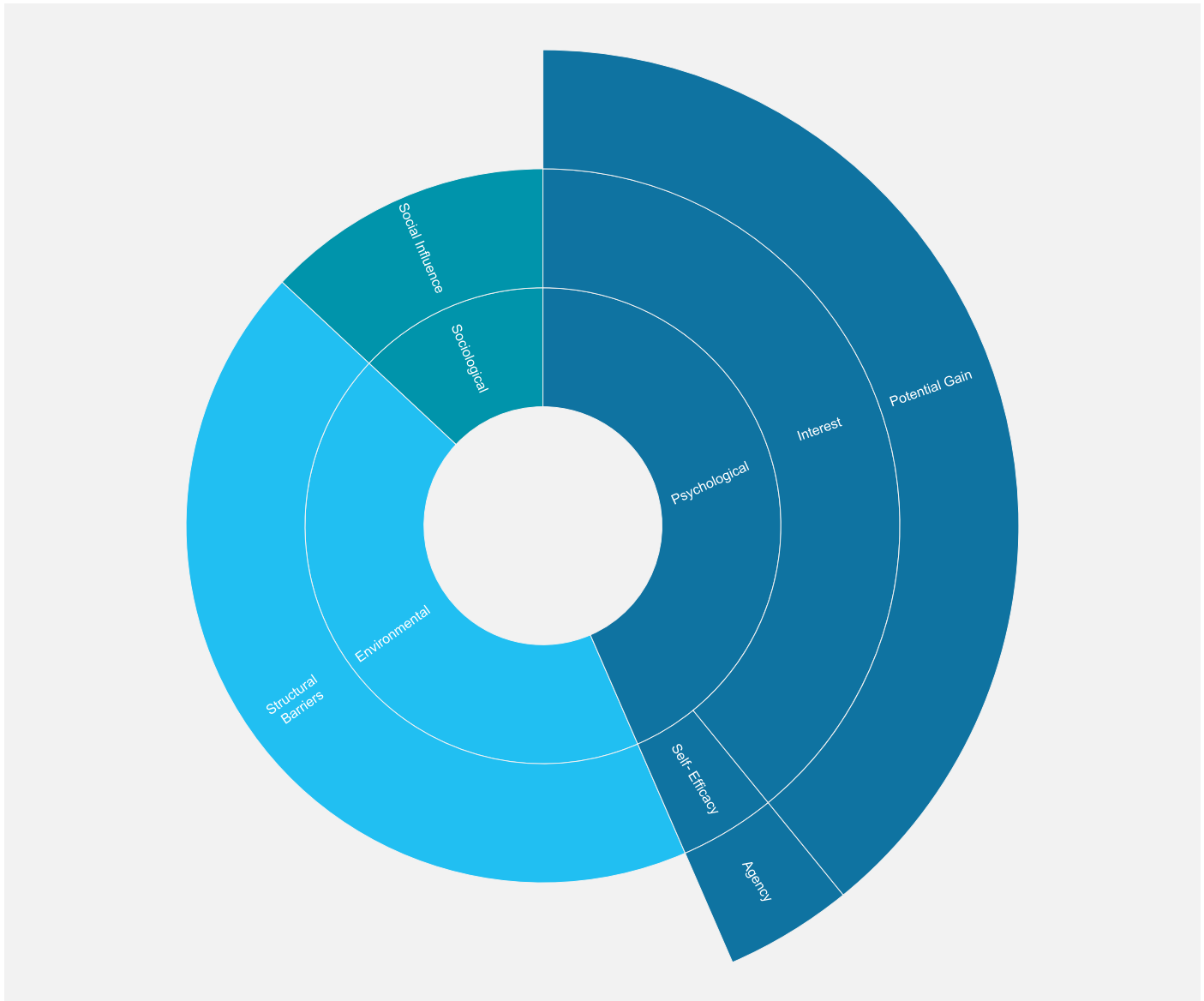


Figure 25 Frequency of prioritisation 30 – 50 years old

30-50 Years old

As opposed to the working teenager-demographic, the caregivers sometimes prioritised agency as a main driver for children to work. The mentions of agency here mainly denoted instances where children had or lacked agency regarding Child Labour. Lack of Agency is also exacerbated by poor living conditions in a lot of cases. In other mentions, agency was referred to as a potential gain that children would have as a result of working and being economically active. ***“Sometimes the child chooses to work, because their parents are unable to provide for them, and if the child wants to buy something, such as a phone, and his parents can’t afford buying it for him, he decides to work in order to buy it for himself.”***

VARIANCES ACROSS URBAN AND RURAL

Child Labour Rural Driver Frequency of Prioritisation

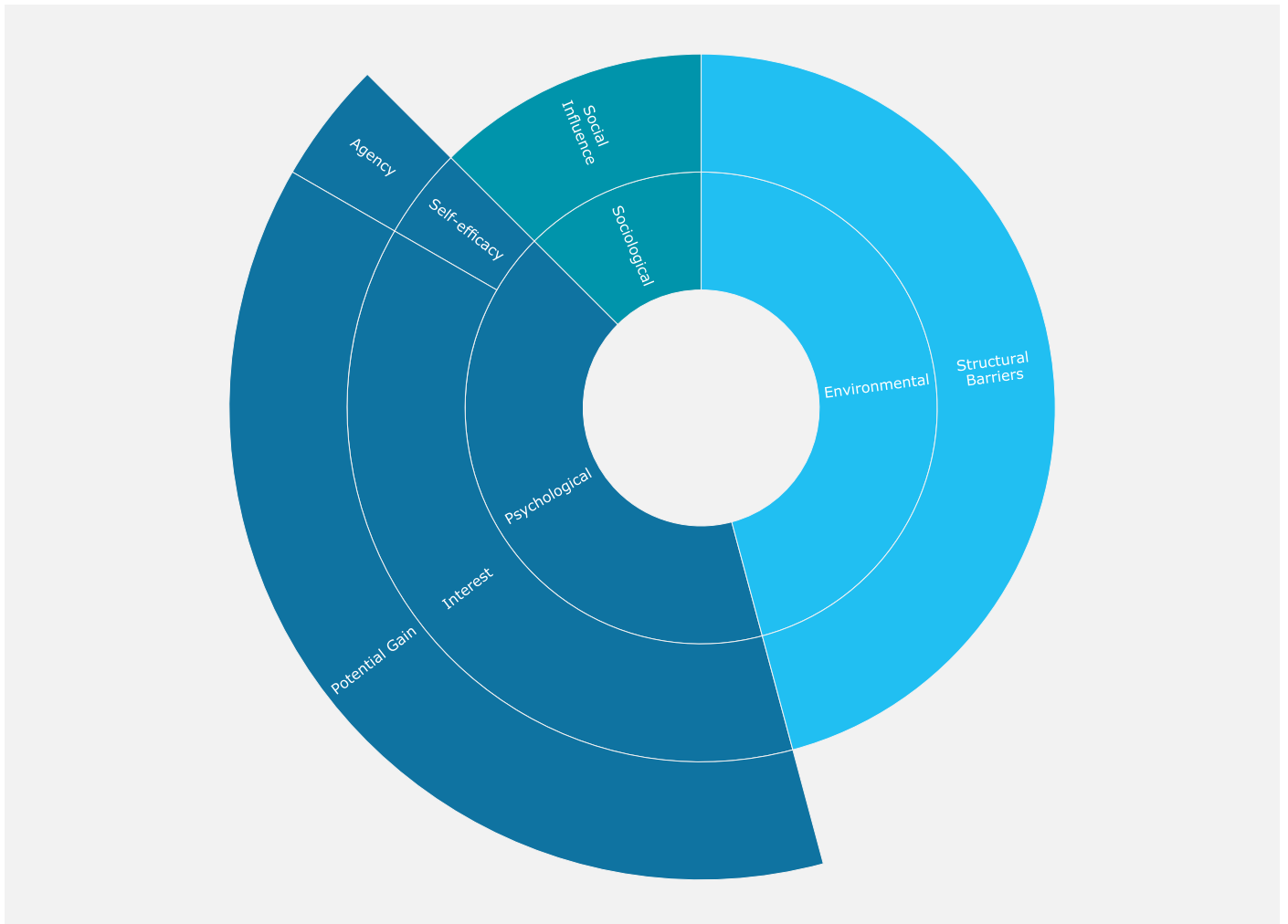


Figure 26 Frequency of prioritisation - Child Labour - rural

Child Labour Urban Driver Frequency of Prioritisation

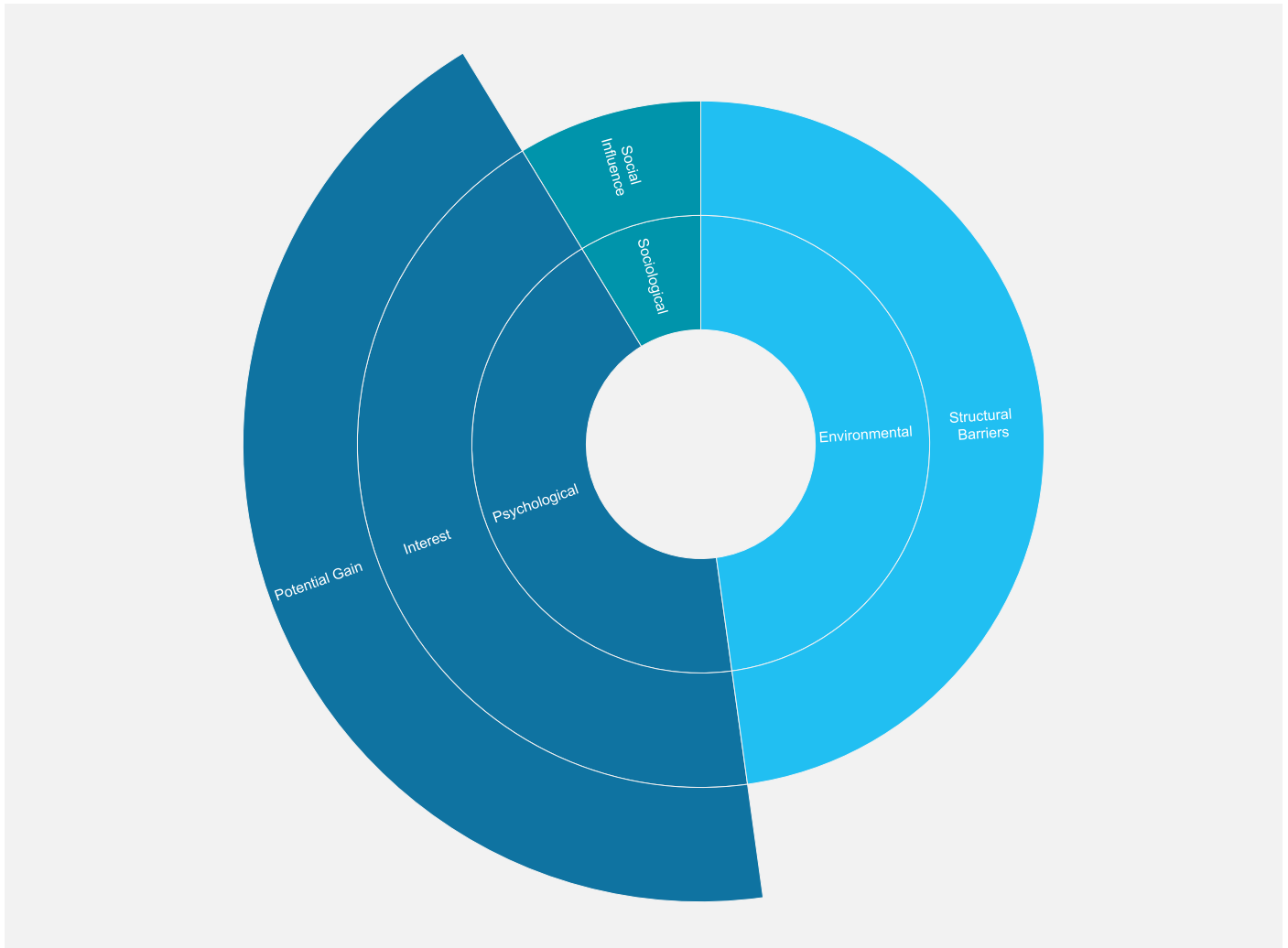


Figure 27 Frequency of prioritisation - Child Labour - urban

The main notable difference between the prioritisation of behavioural drivers by rural and urban communities was that urban communities gave more weight to the role agency plays in adopting Child Labour. Mentions of agency's role largely concerned the helplessness faced sometimes when the family decides to send children to work. Even if teenagers sometimes saw Child Labour as a source of increased agency since they would be helping the family, the caregivers would rarely disagree but feel compelled to condone and encourage it out of need. *"Sometimes a kid will think that he's made his family happy by working and bringing home 5,000 or 10,000 LBP. But his parents aren't happy, they really want their kids to go to school and learn"*.

VARIANCES ACROSS GENDER

Child Labour Male Driver Frequency of Prioritisation

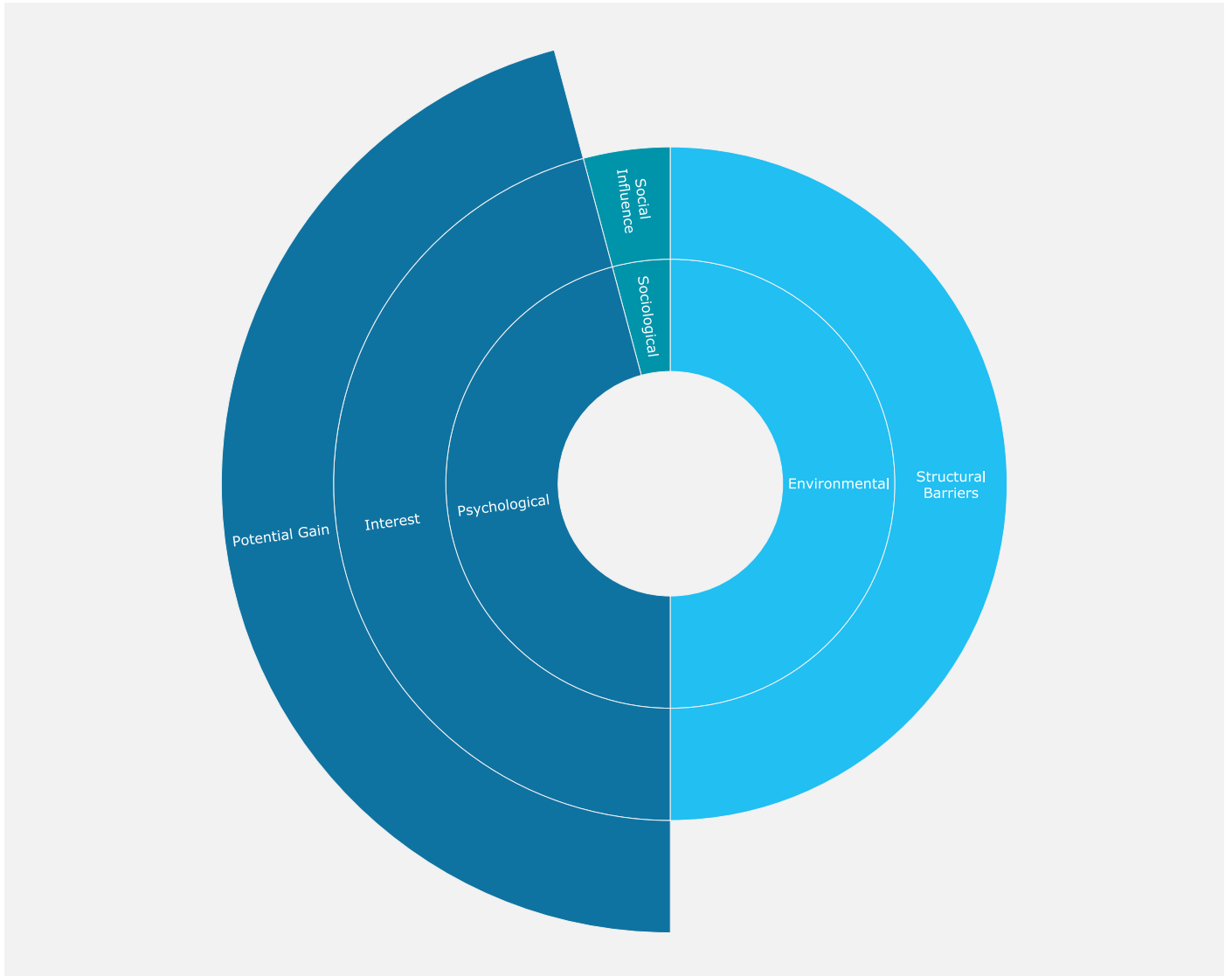


Figure 28 Frequency of prioritisation-Child Labour – male

Child Labour Female Driver Frequency of Prioritisation



Figure 29 Frequency of prioritisation-Child Labour – female

Keeping with a noticeable cross-cutting theme, males placed more emphasis on structural barriers and financial/focused potential gains as drivers for Child Labour than women did. They also didn't prioritise children agency or its lack as driver at all.

Females however placed more emphasis on the role of social influence (mainly the perpetuation of the practice by members of the community or reference network as a cause for its prevalence). They were also the only FGDs in which children agency was prioritised as a driver Child Labour.

These variances may also be attributed to gender roles and traditional gender ideologies. Since men are expected to provide for the family financially, it is understandable that they perceive the main value of work in general (including by children) to be mostly used as a coping strategy to poor living conditions.



**KEY FINDINGS:
CHILD MARRIAGE**

BEHAVIOURAL DRIVERS AS IDENTIFIED BY PARTICIPANTS

Child Marriage Overall Driver Frequency of Prioritisation

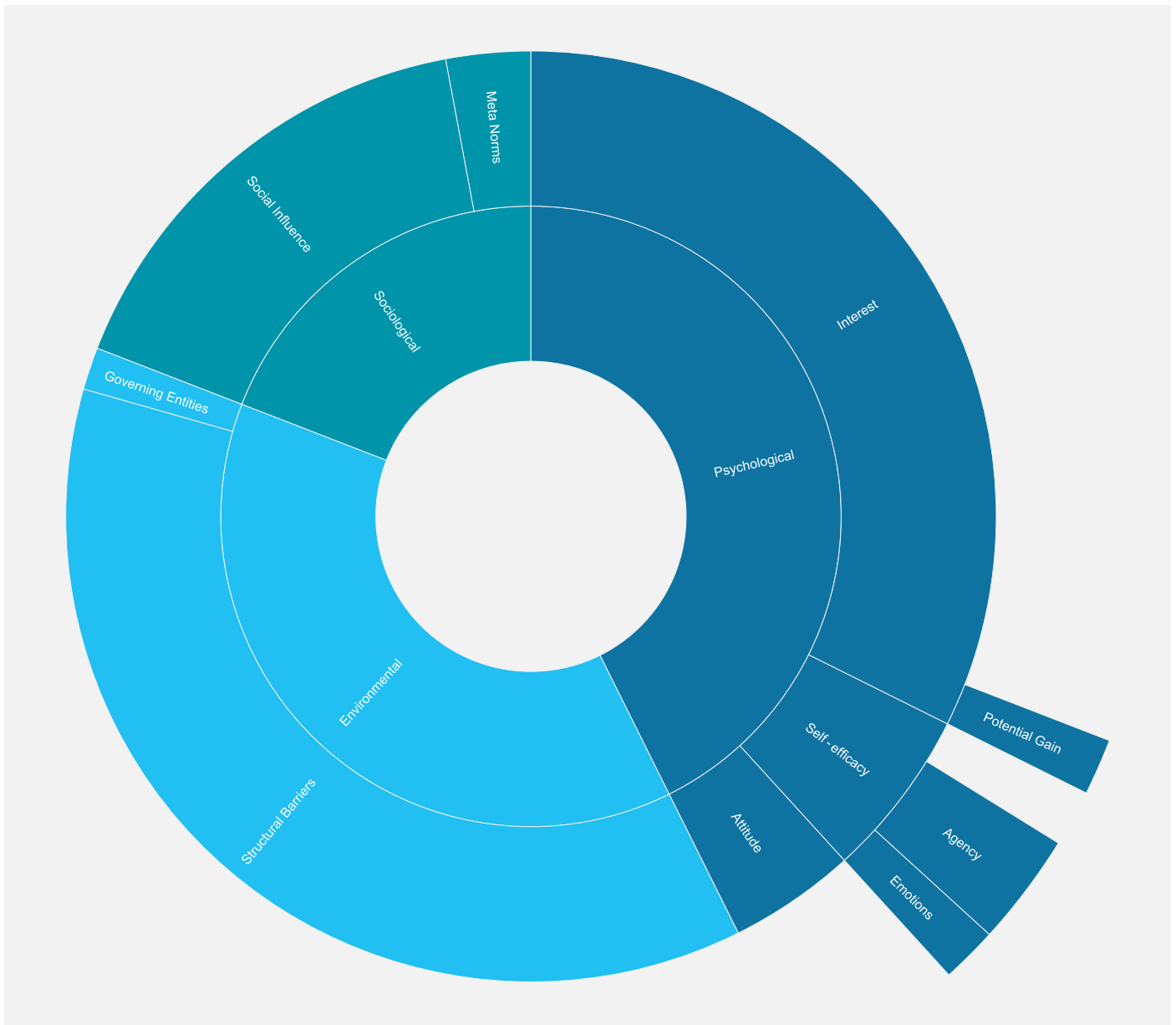


Figure 30 Overall frequency of prioritisation

Participants in the Child Marriage FGDs referred to structural barriers and interest as the main drivers of Child Marriage. Structural barriers mainly consisted of lack of employment opportunities, financial burdens of supporting a household, and lack of appropriate shelter conditions and available services.

The most frequently referenced potential gains included relieving financial burden, providing financial support, and helping children avoid delinquency-associated behaviours like smoking, engaging in out of wedlock relationships, and falling in with the wrong crowd. A smaller subset also believed it would help teach children responsibility.

AN INDEPTH LOOK AT CHILD MARRIAGE



Figure 31 Analytical themes - child marriage

Figure 31 provides a more in-depth look into references made by participants during the Child Marriage FGDs and how they fall within the structure of the analytical framework. Most significant is the large role that sociological drivers play in the acceptance and rejection of Child Marriage. Structural barriers also play an important role in emphasising the need for communities to adopt or accept Child Marriage. However, it is existing sociological factors such as meta norms, and social influence that cement and perpetuate it within a community and allow it to persist within it.

Also, of note is that many adult Lebanese participants don't perceive Child Marriage to be a Lebanese problem, but rather something that occurs among displaced populations in Lebanon, *"in this community here, no we don't have such things"*.

Psychological Drivers

- Child marriage can provide a sense of agency to teenagers:** Many participants expressed that Child Marriage is often forced and imposed by parents on children, however, teenagers still seem to hold some agency. In some cases, a teenager would initiate it themselves and ask their parents to facilitate their marriage. Reasons and motivations range from; wanting to establish themselves as independent through the new family unit they create, love and desire and relieving financial burden on their families. Indeed, many of the girls and parents in the FGDs mentioned ways that girls might convince their parents to agree to their marriage. This included threats to elope triggering fears of loss of honour or reputation, threats to harm self or commit suicide and asking for the intervention of a trusted family friend or extended family member.
- Child Marriage is heavily influenced by social expectations and gender ideologies.** For boys, it is heavily tied to notions of manhood and socialisation of boys into the role of the male breadwinner. This is to say that so long as he can prove he can provide financially; a boy is assumed to be a man and mature and certainly no one would object to him starting a family.

Sociological Drivers

- **Perception of childhood:** It is important to note that participants defined a child differently. There was largely no consensus on when a person stops being a child. Some factors include puberty, mental awareness, their behaviour and the family's financial needs. Moreover, there are inconsistencies between some participants' definition of children and when they think it is acceptable for their child to get married. In some instances, they still consider them to be children up until they are 18 but find it acceptable to marry them at 15 or 16, to increase a bride's 'value' and better the quality of suitors (for example). Furthermore, although many believed child marriage is wrong, they also considered children between 14-17 to be mature, "*We can accept the fact that girls get married at 16, 17, 18 but a boy below 18? It's unacceptable*". The subject of maturity itself is also very relative and it seems that the threshold for what constitutes a mature adult is lowered depending on the structural and financial limitations inhibiting certain communities.
- **Pluralistic ignorance seems to exist around Child Marriage:** While participants would often mention they (and their community) opposed Child Marriage, often they would later contradict themselves and express approval of it as something that is normalised within their communities. This could indicate that a majority of the participants reject Child Marriage but go along with it because they assume, incorrectly, that most other accept it.
- **Desire to "protect" girls is widespread:** Girls are seen as more vulnerable and as such if the family can't provide for them, the next step is finding someone who can. The norm serves as a protection mechanism for the girls, and by extension the family's reputation. In areas where services are even less accessible or absent altogether (like in camps), communities grow more fearful for their daughters and the protection mechanism is further embraced and strengthened.
- **Girls are not expected to provide for the family and thus can be considered a burden:** A daughter is seen as more of a burden than a son for reasons including that she is not expected to provide for the family financially.
- **Through marriage, boys become men:** When parents help their sons to get married, it is related to their aspirations for their sons to become men, gain responsibility, develop independence and have grandchildren.
- **Fear of stigma:** Parents can encourage child marriage as a response to a fear of being stigmatised. Girls must be protected but also the family's reputation – neighbours could criticise girls for not being married and jeopardising the honour of the family.

- **Parents and children conform to social expectations that marriage is a prerequisite for a safe and successful life:** Marriage is seen as a certainty and an expected eventuality, so both parents and children tend to agree that it is better to do it earlier than later
- **Marriage is deemed a private affair:** Children seem to seek advice on marriage from close family members and friends of the same sex. Direct influence of other community members seems low.
- **Decision-making:** At the end of the day, the final decision often rests with the male head of household yet sometimes the head of household is coerced into changing their mind for fear of losing their daughter as eloping is seen as a major risk of turning down the proposal of a man their daughter wants to marry.
- **Education – prevents child marriage or encourages it?** At times, education is seen as an alternative to Child Marriage or something that would at the very least delay a marriage. Another point that was alluded to was that educated people don't condone or support Child Marriage. Other times, however, it only encourages the practice of Child Marriage as it is perceived to increase the girls' "value" and better her pick of suitors and potential husbands, and by extension, the type of financial support the daughter (and family sometimes) could receive by marrying the girl off at a young age. This is further supported by findings in UNICEF's 2017 KAP study in which a father said, "education is vital, if the girl was educated, she could get married after 20 years of age because people like educated girls better".

Environmental Drivers

- **Social media have exacerbated fears of dishonour on the family:** In terms of influence, social media was sometimes seen as having a role in the proliferation of Child Marriage at times as it offers a medium for children to interact with one another in ways previous generations couldn't. Essentially, they meet new people on Facebook and WhatsApp and start relationships through them at times. This heightens parental fears of their sons and especially daughters engaging in out-of-wedlock relationships which would violate local norms and culture. In such situations, parents would often opt to marry their children to avoid what they consider to be a shameful alternative.
- **Lack of privacy and intimacy:** Shelter inadequacy was often referred to via the size and quality of the residence the family inhabits as well as the number of occupants who reside in it. The implication of this was the protection concerns it poses as families who are forced to share one or two rooms do not have privacy. This is particularly true for Syrians who also reported other external pressures which limit number of people living in each tent; Shawish's enforcing a limit on the number of people staying in one tent.
- **Marriage is a family affair and policies and regulations play only a minor role in preventing child marriages:** Multiple participants reported that families can always get their children married at a young age and register their marriage with the government later when the children turn 18. Moreover, there seems to be a culture of privacy around the topic of Child Marriage, more so than the other topics, and an assertion that each household decides on that internally without referring to anyone outside the family structure. Palestinians and Syrians, being aware of stigmas and discrimination that may exist against them are reluctant to interfere in the affairs of anyone Lebanese. However, they are more likely to interfere in a conflict involving someone belonging to their cohort.
- **Religious norms:** Religion's role in Child Marriage is much more evident than in the other topics of study. This relationship between religion and Child Marriage in Lebanon is institutionalised as all marriage falls under the country's religious courts. Moreover, the practice is also actively encouraged by some religious movements, *"religious charities like Salafi Movements they encourage child marriage for children"*. In addition, religion is seen as a moral guide to live one's life with. In this sense religion and by extension Child Marriage is a way to ensure children don't stray off a morally accepted set of expectations or behaviours, *"if my parents start seeing that I have abnormal activities towards women then they want me to get married so that I am disciplined within myself (committed) and also for religion"*.

VARIANCE ACROSS NATIONALITIES

Child Marriage Lebanese Driver Frequency of Prioritisation



Figure 32 Frequency of prioritisation-Child Marriage – Lebanese

Lebanese

Lebanese nationals were the only cohort not to prioritise norms as a main driver for Child Marriage. This could indicate less reliance on social institutions for the perpetuation of the behaviour within their communities and culture. They (along with Palestinians) prioritised Interest and Structural Barriers in an almost-equal measure.

The interest factors referenced here include potential gains made up of mostly financial and structural barrier-relevant mentions. Gains were mostly seen to be for the parents rather than the children themselves and were mainly attributed to the alleviation of financial burdens the family may have as a result of having too many children. This was especially emphasised for girls as noted by one participant: *“So you’re opening the discussion because some people married their children off, now some people get rid of the responsibility of their daughters and say ‘take her, even if she’s 16’ he doesn’t have money to feed her or buy her clothes.”*

Syrians

Child Marriage Syrian Driver Frequency of Prioritisation

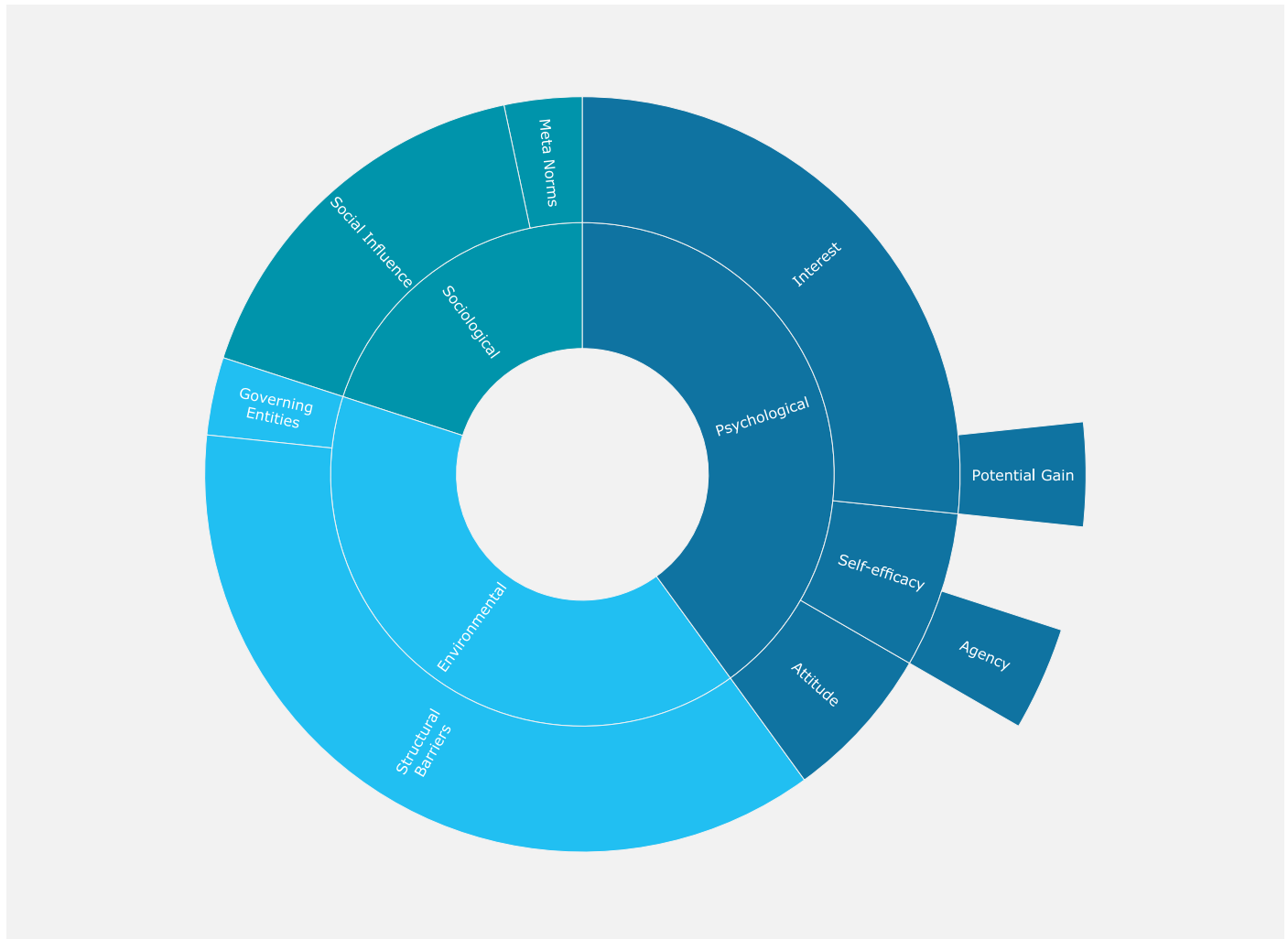


Figure 33 Frequency of prioritisation-Child Marriage – Syrians

Syrians were the only group to include Self-efficacy, Governing Entities, and Potential Gains (explicitly at least) as main Child Marriage behavioural causes. Indeed, in the coding, Syrians had the highest frequency of Self-efficacy and agency-focused mentions. This might be attributed to their displacement and the resulting poor residential arrangements. This represents an additional push factor to leave the house parents reside in the hopes that starting one's own household would mean more freedom of movement and more Sgency in general. One participant noted: *“The first cause for me is that my parents depend on my uncle and I live with my grandparents, so I wanted to get rid of that thing and I got married... But the person is currently bad. I wished for something and I got something else”*. The prioritisation of governing entities largely based on the unavailability of social and health services and the belief policies and regulations are insufficient and ineffective.

Palestinians

Child Marriage Palestinian Driver Frequency of Prioritisation



Figure 34 Frequency of prioritisation- Child Marriage – Palestinians

In contrast to other nationalities, Palestinians didn't prioritise Attitudes or Agency as main drivers for Child Marriage in any of the FGDs. Rather, they placed most of the emphasis on Structural Barriers and Interest factors. Interest was mostly in the form of potential gains pertaining to increased freedom of movement (mainly for girls and women) and financial support/ relief of the family financial burdens.

VARIANCES ACROSS AGE GROUPS

14-17 Years old (Married Children)

Child Marriage 14-17 Driver Frequency of Prioritisation

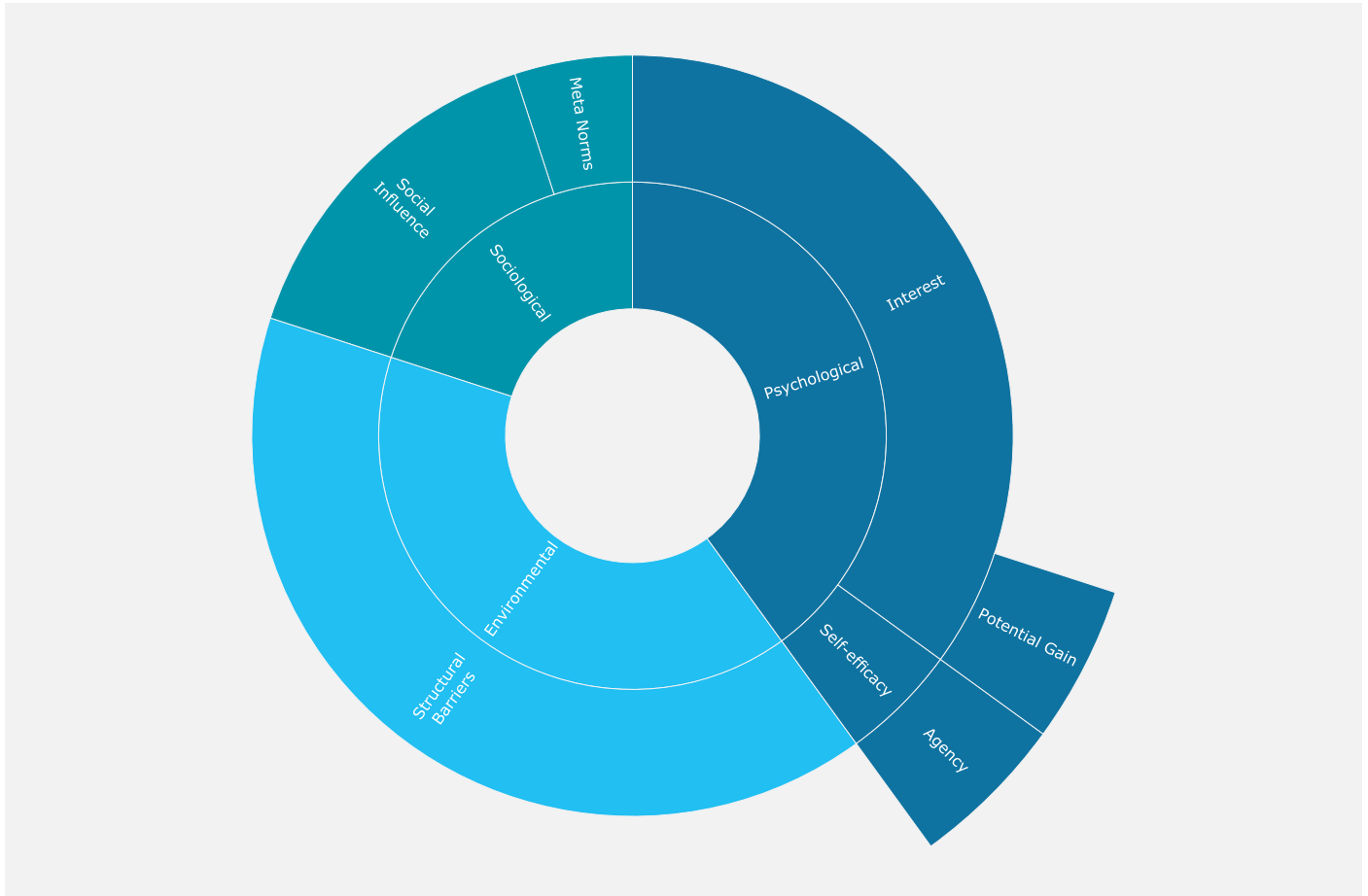


Figure 35 Frequency of prioritisation -Child Marriage- 14-17 years old (married children)

Married children most frequently ranked structural barriers, interest and social influence to be the main drivers for Child Marriage. However, they also prioritised norms, and agency at times. Agency was largely derived from the anticipated expanded freedom for girls. Norms were made up of expectations of boys to start their own household as a sign of maturity as soon as they are able to support a family of their own.

30-45 Years old

Child Marriage 30-45 Driver Frequency of Prioritisation



Figure 36 Frequency of prioritisation – Child Marriage-30-45 years old

This demographic only referenced Interest, and Structural Barriers as the primary drivers for Child Marriage. This group was made up of caregivers. This may justify their focus on structural and structural-relevant factors rather than other social and psychological ones. Overall, Child Marriage is not seen as an ideal behaviour to adopt, but a coping mechanism to poor living conditions. The group included a lot of participants who witnessed (and at times, were involved) in getting children married or were married young themselves. As they look at it as a regrettable act, they would often mention the only justification was that they had to.

Participants aged over 50

Child Marriage 50+ Driver Frequency of Prioritisation



Figure 37 Frequency of prioritisation – Child Marriage- participants aged over 50

Participants over 50 referenced interest quite heavily as well. in this case Interest could be related to a desire to see their family grow and their children been in 'protective' relationships.

VARIANCES ACROSS URBAN AND RURAL

Child Marriage Rural Driver Frequency of Prioritisation

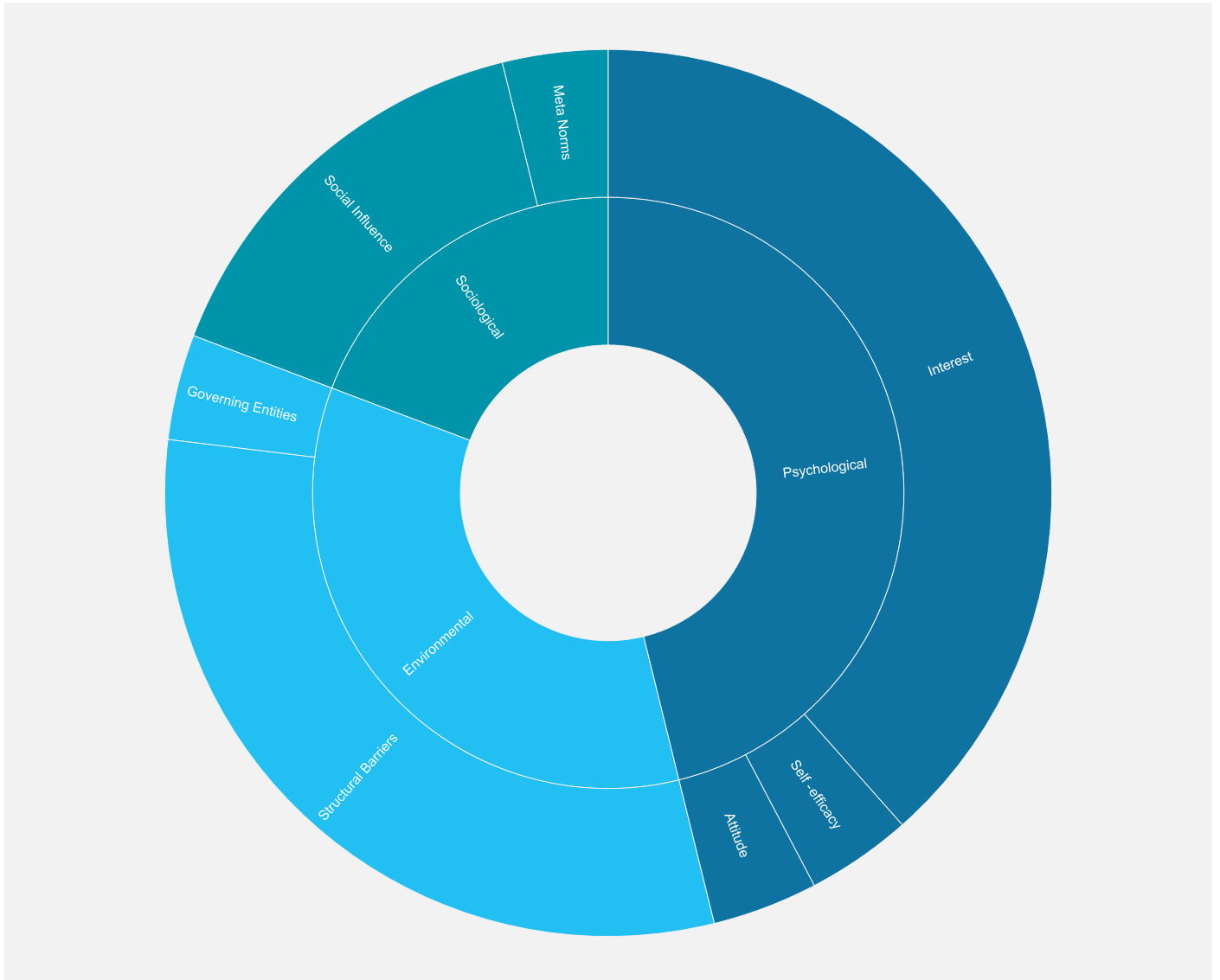


Figure 38 Frequency of prioritisation –Child Marriage- rural

Child Marriage Urban Driver Frequency of Prioritisation

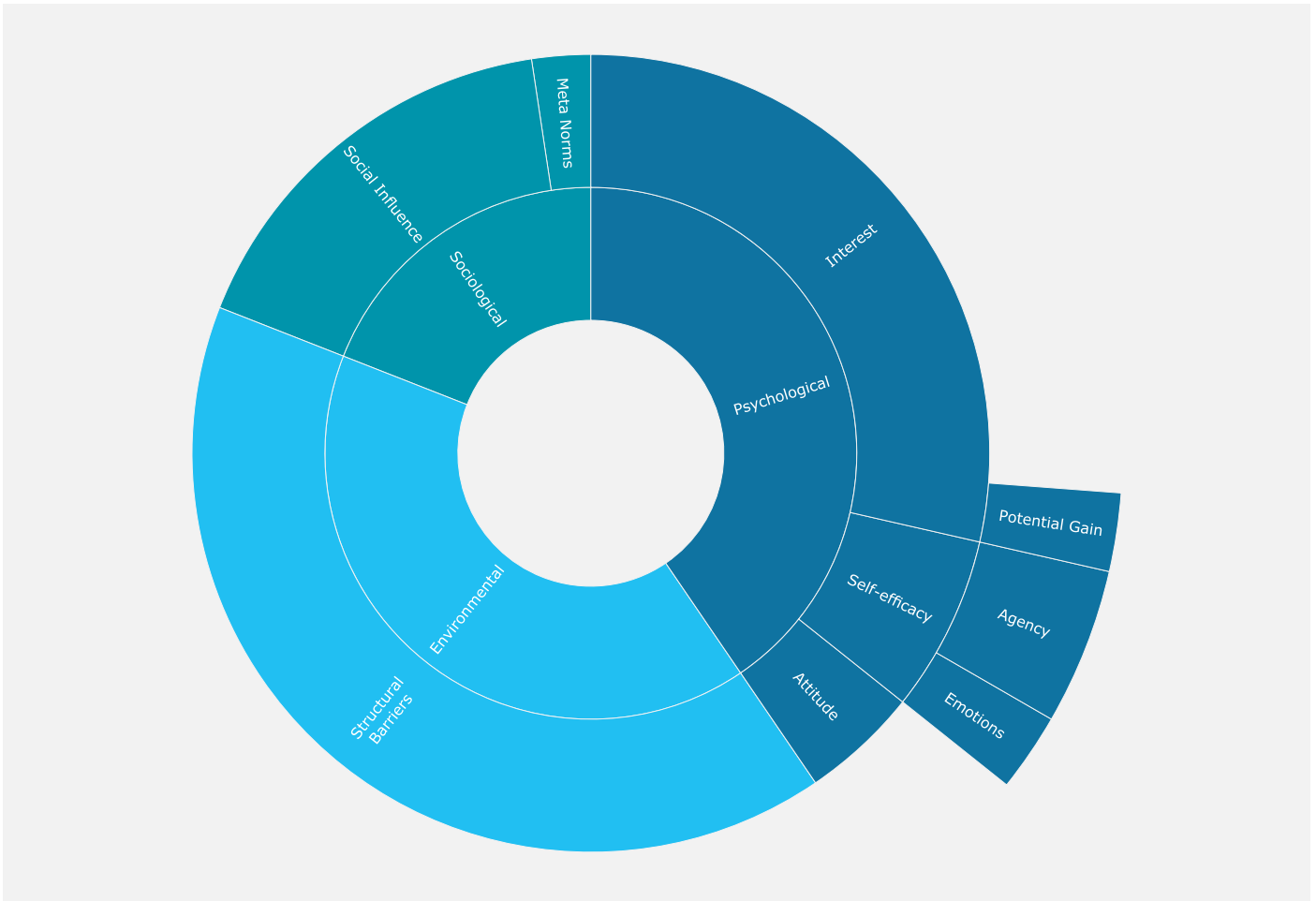


Figure 39 Frequency of prioritisation -Child Marriage- urban

Rural communities placed heavier emphasis on self-efficacy and agency-based value of Child Marriage than participants in urban FGDs did. One participant referred to Child Marriage as: *“is the father wanting to give the daughter (or the boy) more responsibility.”*

VARIANCES ACROSS GENDER

Frequency of Prioritisation

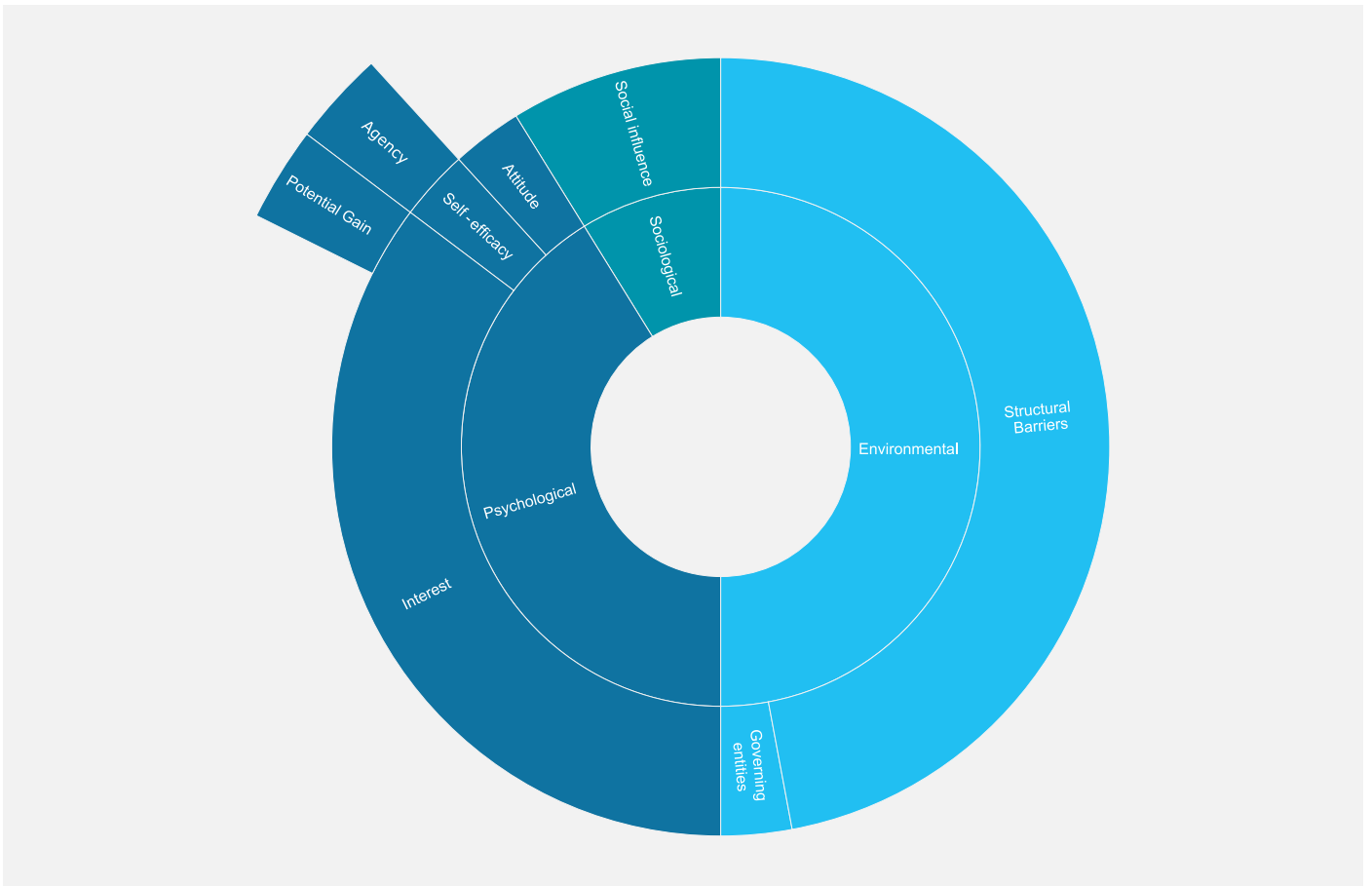


Figure 40 Frequency of prioritisation - Child Marriage - male

Frequency of Prioritisation



Figure 41 Frequency of prioritisation Child Marriage– female

As illustrated in Figure 41, the pattern of male's focus on structural barriers and structural based interests persists for Child Marriage as well. Women attributed more self-efficacy to Child Marriage than men did. This is understandable since many women and girls look at marriage in general (including Child Marriage) to be a chance to gain more freedom and agency than they have in their own homes. Females were also the only ones to mention Emotions as a primary driver for Child Marriage. Social influence was more prevalent for women as well as peer-pressure seems to be more of a factor for them than it is for males. Females would often mention how prone girls are to pressure from society in general but specifically relatives, parents, and the immediate community to get married. This is was made evident through the hypothetical scenario question in the FGD guide. More often than not, participants had a similar answer to the one shared by this participant: *"It can affect her, if they go like that person's daughter got married, people start telling her like Oh you didn't get engaged yet? no one proposed to you?"*

This, however, isn't to say that certain positive deviants didn't exist, as some participants would mention their rejection of being influenced by peer-pressure themselves, or also by their relatives: *"My daughter is 25 years old she is still unmarried although she has been asked for marriage several times, but when she sees other girls who are married around her, she refuses to get married, she does not want the same life they have".*

A photograph of a man in a white pinstriped shirt holding a young child in a white shirt with a logo. The image is overlaid with a semi-transparent blue rectangle. The text is centered within this blue area.

**KEY FINDINGS:
VIOLENCE AGAINST
CHILDREN**

BEHAVIOURAL DRIVERS AS IDENTIFIED BY PARTICIPANTS

VAC Overall Driver Frequency of Prioritisation

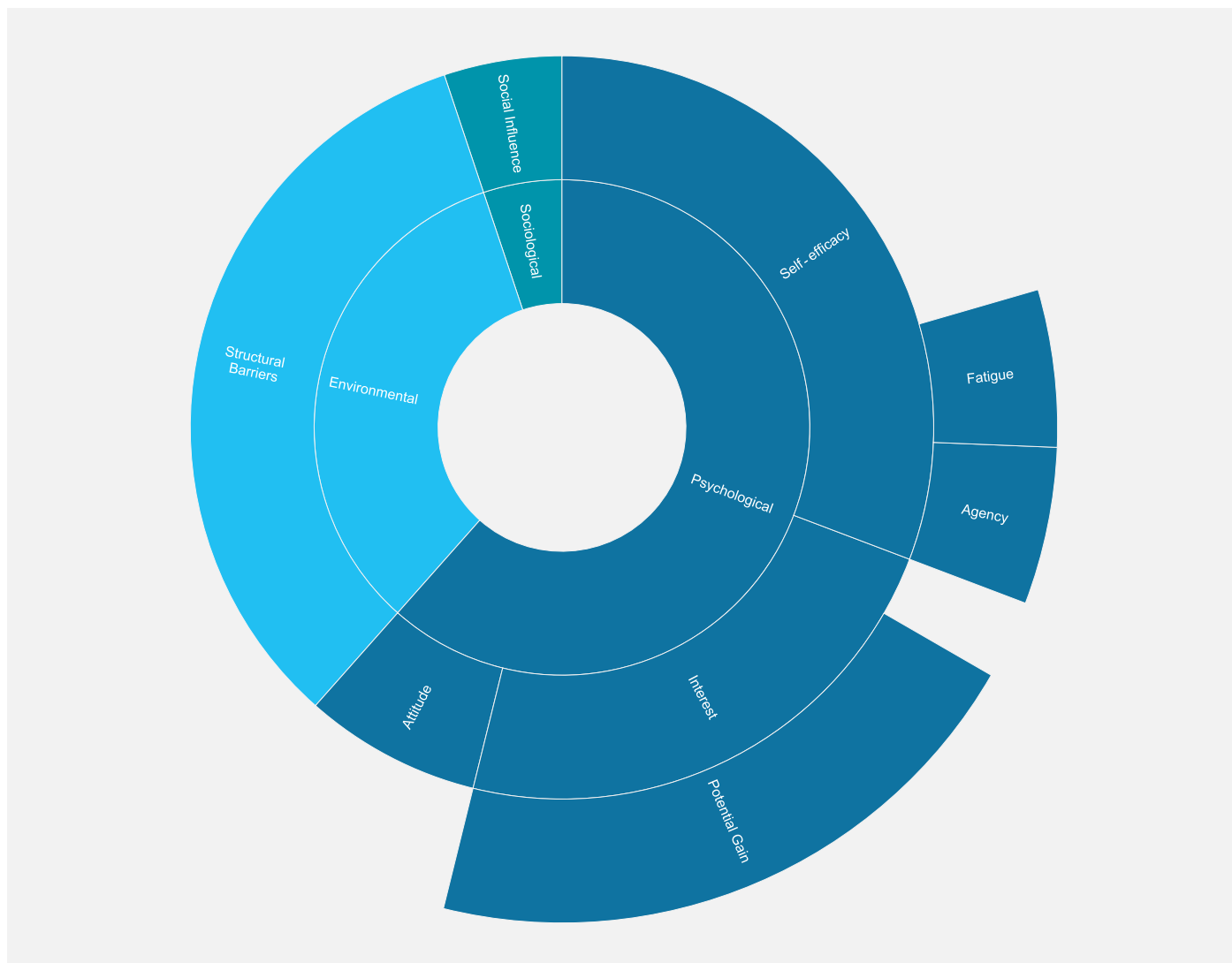


Figure 42 Frequency of prioritisation – Overall- Violence Against Children

Violence Against Children was largely seen as an unacceptable but justifiable behaviour. Through discussions, participants would often mention it as the last resort when they face difficulty in disciplining their children. While limited self-efficacy seemed to play a crucial role here (often referring to poor self-control as a cause of the behaviour's occurrence), practicing Violence Against Children was sometimes reported to be a deliberate process and a tool for child discipline.

Once again, for Violence Against Children, participants prioritised Structural Barriers and Interest as the main behavioural drivers. Potential Gains were often referring to the disciplinary value a certain level of violence might have for a child. The dynamic in which Structural Barriers and Potential Gains which concern Structural Barriers (such as relieving financial burden) affect Violence Against Children however is different from Child Marriage or Child Labour. Rather than the behaviour being adopted as a negative coping mechanism to financial strains by aiming to alleviate financial burdens on the household, their main influence is manifested in the way they weaken the self-efficacy and self-control of parents which in turn causes them to take out their frustrations on their children.

While it has normative roots as a somewhat acceptable form of discipline for children (and wives in the context of Intimate Partner Violence), violence against family members is mainly rejected by communities and individuals alike. A lot of negative stigma and to an extent, shame, are associated with such behaviours. Rather, participants as such very frequently referenced the role fatigue and self-efficacy play in them (or their community's) practice of Violence Against Children. Participants often attribute the frustration they face from their financial situation, inaccessibility to

services, and lack of employment opportunities to affect their ability to impact their self-efficacy and ability to behave calmly. That being said, examples did exist of reported communities to completely reject the norm: “(In) Wadi Khalid in general, We treat children gently. Only a few parents don’t treat their children gently. If their children make something wrong, the parents talk to their children about it and check if they as parents have done anything wrong too.”

AN INDEPTH LOOK AT VIOLENCE AGAINST CHILDREN

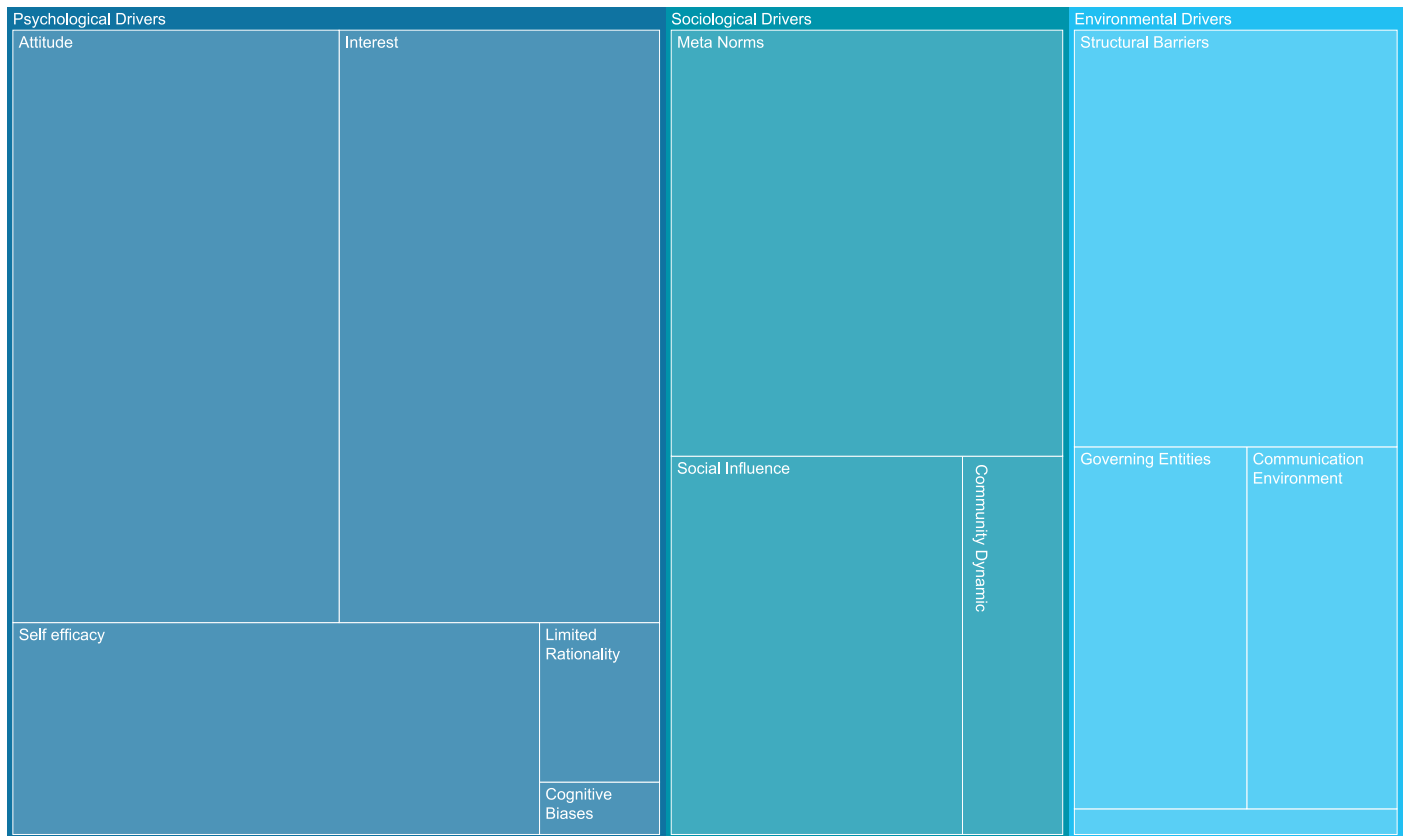


Figure 43 Analytical themes - Violence Against Children

Psychological Drivers

- **Cognitive Dissonance** was evident through the FGDs. On the one hand, knowledge of children’s rights seems to be adequate and widespread as participants indicated significant knowledge of children’s rights to education, play, identity, being protected, proper health and social support etc. ,however, the majority of participants still felt it was acceptable to exert violence against a child as a last resort.
- **Belief that violent discipline is effective:** Participants often saw disciplinary value in utilising violence against their children. In some instances, they believed there was no other way for them to get messages across to their children. Violent discipline was also sometimes perceived to contribute to the development of a stronger personality for the child.
- **Beliefs held by parents on the impact of Violence Against Children:** When referring to the psychological harm the behaviour could lead to, parents would at times conflate genetically caused disabilities with psychologically affected conditions.
- **Most parents have experienced violence:** Participants would often simultaneously reference their own experience with Violence Against Children when they were children as a reason for why the practice of Violence Against Children persists. This was also seen to be as a perceived risk of practicing the behaviour as participant would often mention that children would most likely repeat the actions performed by their parents in the household.

- **Parents are anxious about raising a child and want support:** This was implied in discussion with parents but also explicitly self-reported by a few participants who didn't know how else to treat their children when they were having a bad or stressful day other than through violence.

Sociological Drivers

- **The perception definition of Violence Against Children, as well as perception of children** in general was mentioned frequently but inconsistently across the FGDs as well. In some of the focus groups, the caregivers drew a distinction between punishment and violence. While they seemed to be aware of the consequences (at least in broad terms) parents seem to be unclear about the threshold that if crossed, constitutes violence that would affect their children and their development negatively.
- **Violence Against Children seemed to be largely correlated with physical and verbal violence more than any other form.** Sexual, emotional and deprivation-related violence were often not mentioned by participants and had to be introduced or asked about by moderators. Deprivation was seen as an appropriate way of disciplining children and a proper alternative to violence against them. Some would only count grave physical injury (broken bones and/or bleeding and bruising) as violence, while slapping children with less force for example was believed to be normal parenting behaviour, *“not violence, no. It is okay to hit a child, but it is not necessary to harm him or her”*.
- **Children were often perceived as centric** to the family unit. They are the reason why a family should be cohesive, yet when pressures mount, they can become a bargaining chip between parents who are experiencing an ongoing dispute.
- **A child is an entity that needs to be protected and cared for by both parents**, they however lack personal agency or input in how that's meant to look like or be done exactly.
- **Meta norms** and gender ideologies were mentioned as and influencing factor as well. Participants often reported Violence Against Children to be mostly committed by fathers. While mothers commit it as well, they report more self-restrain when doing it. Abuse committed by mothers is also perceived is more benign or not even constituting violence at all.
- **The male is perceived to be mainly responsible for providing for the house financially**, everyone within the household is meant to empathise with the fatigue they experience as a result (even if they were unemployed). Excessive hardship, stress or fatigue experienced by the male head of household was perceived to entitle him to blow off some steam or lash out sometimes.
- **Mothers were largely seen to be the ones responsible for discipline of children.** As such, if children were to act out, it would reflect badly on her and may even be cause for parental disputes to take place.
- **Children would often be seen as too demanding** or energetic and to an extent, they were expected to recognise the emotional strain their parents are experiencing and to act accordingly.
- **Awareness campaigns** provided by organisations like UN and Save the children on Violence Against Children were one of the interventions participants mentioned as needed.

Environmental Drivers

- **Structural Barriers** were the main environmental factors discussed as part of the Violence Against Children FGDs. Special reference to poverty, unemployment and inaccessibility to social and health services was made.
- **Role of Environmental Drivers:** Though the topics discussed were consistent with mentions of Environmental Drivers in other research areas, their role in Violence Against Children and Intimate Partner Violence seemed to be different than in Child Marriage and Child Labour. For Violence Against Children and Intimate Partner Violence, structural barriers were perceived as a main factor influencing individual's and parents' self-efficacy and capacity to adopt positive discipline methods when it comes to their children's upbringing.

- **Generational differences of opinions** were also emphasised here in two ways (often at the same time); participants believed that Violence Against Children as a practice is less accepted and prevalent nowadays than it was in previous generations.
- **Access to social counselling services** was reported to be factor that would be welcomed and needed.
- While the education system was seen to have a role in possibly perpetuating a positive change out of the practice, the most negative connotations related to education were present in the Violence Against Children FGDs. This was because some teachers were seen to play a role in further promoting and practicing Violence Against Children in schools. Furthermore, violence in schools was acknowledged as a common reason by children or adults for children to not complete their education, *“There are a lot of schools where the students are afraid of the teacher because of the violence in class. The students leave school because of this fear.”*

VARIANCES ACROSS NATIONALITIES

Lebanese

VAC Lebanese Driver Frequency of Prioritisation

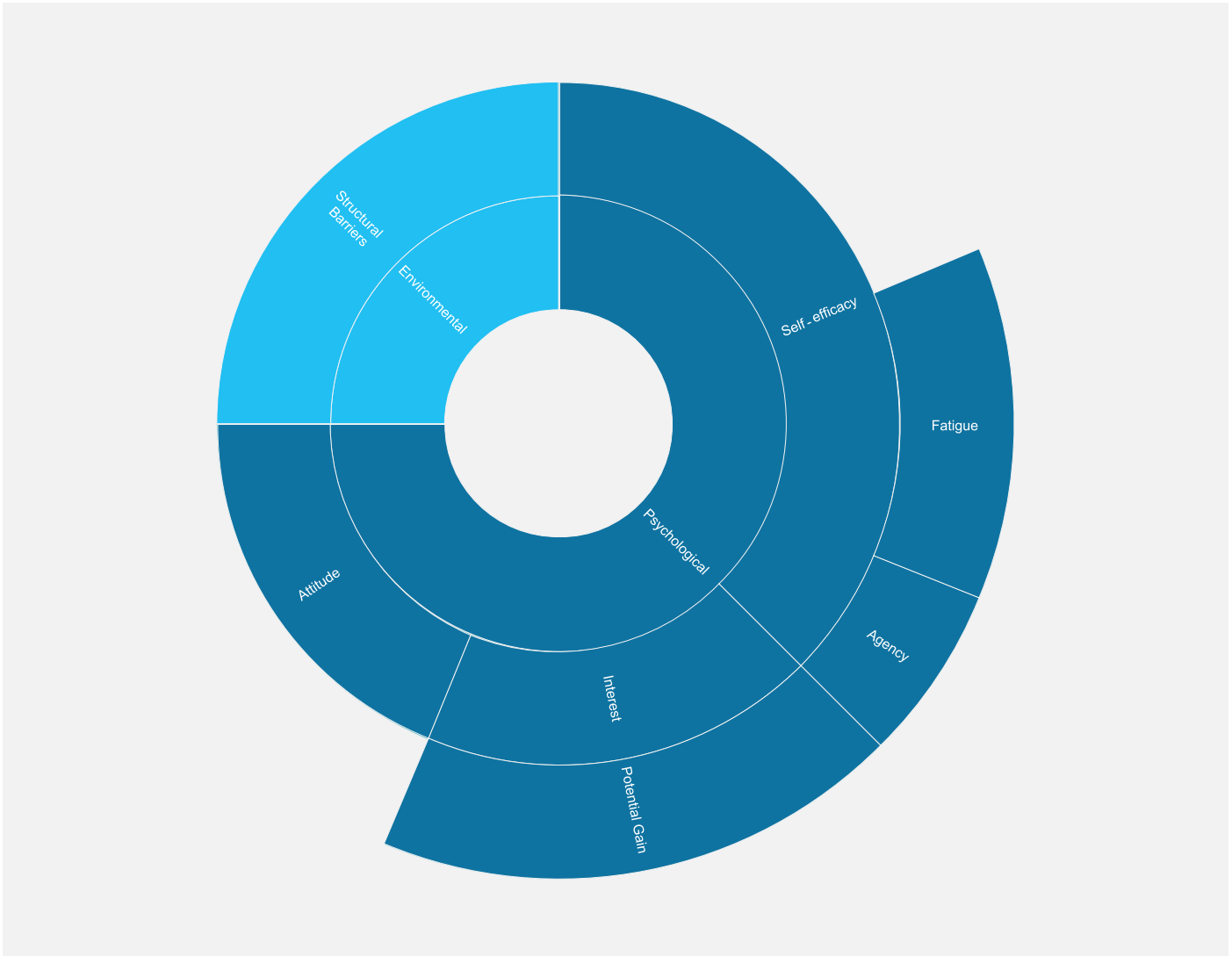


Figure 44 Frequency of prioritisation-VAC – Lebanese

“If I’m dead from work, and I work two jobs just to make ends meet and pay for rent and utilities. I will be tired. I would get home and barely have the energy to take a shower before I sleep. I wouldn’t accept a girl who is crying because she is sick, for example. I would yell for my wife to get her out of my face because I need to rest. If there was money though, I wouldn’t have to work two jobs, I would have time to spend with them in the evening.”

Lebanese participants were the only ones to prioritise fatigue and attitudes as primary drivers for Violence Against Children’s occurrence and prevalence. Though Palestinians and Syrians often discussed the role fatigue has on instigating Violence Against Children, they largely attributed it to self-efficacy (which encompasses fatigue as a category) and structural barriers. Lebanese participants talked about how children repeat what they see their parents doing more frequently. They also attributed the prevalence of the behaviour to lack of knowledge and awareness more often than other nationalities. For example, one participant mentioned: *“I see that our society suffers because of a little bit of ignorance. A man comes home angry. The psychological state of a man from the outside world and community affects him negatively and impacts the wife and children negatively as well.”*

Syrians

Violence Against Children Syrians Driver Frequency of Prioritisation

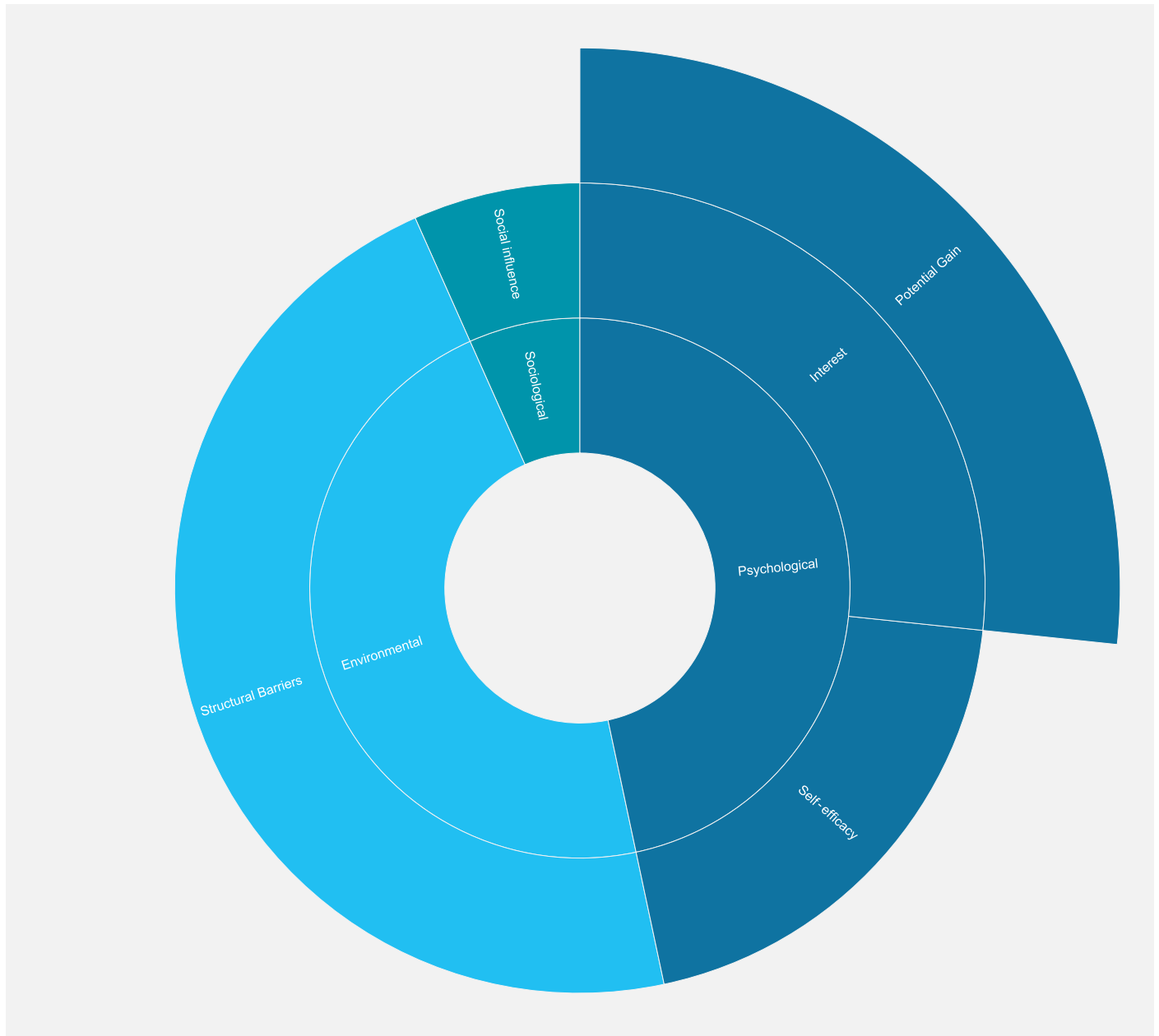


Figure 45 Frequency of prioritisation- Violence Against Children - Syrians

Syrians prioritisation of the drivers for Violence Against Children was the least diverse one amongst nationalities. The most prevalent ones were structural barriers and potential gains. For Violence Against Children as a behaviour, the most prominently referenced potential gains were disciplinary ones. As one participant mentioned: *“I will defend the devil here. I will say that if you do not beat the child, he will grow up spoiled and will get everything he wants.”*

Palestinians

Violence Against Children Palestinians Driver Frequency of Prioritisation



Figure 46 Frequency of prioritisation- Violence Against Children – Palestinians

Palestinians attributed Violence Against Children's prevalence and practice to Structural Barriers and Self-efficacy in an equal measure. Other factors which were prioritised equally as well were Agency, Interest (focusing on Potential Gains), Social Influence, and Potential Gains. Agency here was complimentary to Self-efficacy and referenced their ability to maintain control of their actions when their feeling prone to commit Violence Against Children on impulse.

VARIANCES ACROSS AGE GROUPS

20-35 Years Old

Violence Against Children 20-35 Driver Frequency of Prioritisation

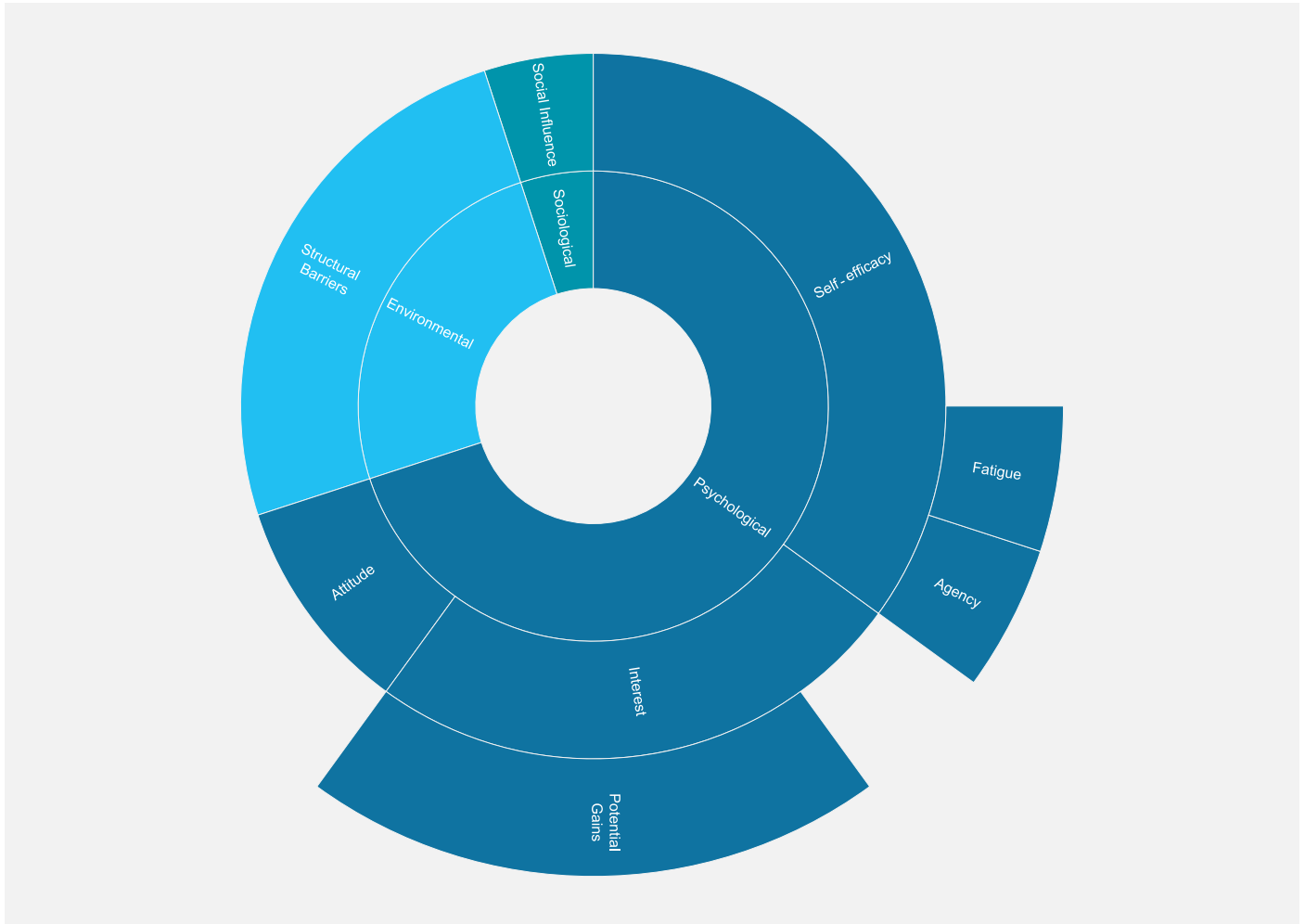


Figure 47 Frequency of prioritisation- Violence Against Children- 20-35 years old

Influence of age on prioritisation of factors can also be seen in Figure 46 and Figure 47. As older participants considered Structural Barriers to be a main driver most commonly. Younger participants however attributed its occurrence to poor self-efficacy rather than external conditions

36-50 Years Old

Violence Against Children 36-50 Driver Frequency of Prioritisation

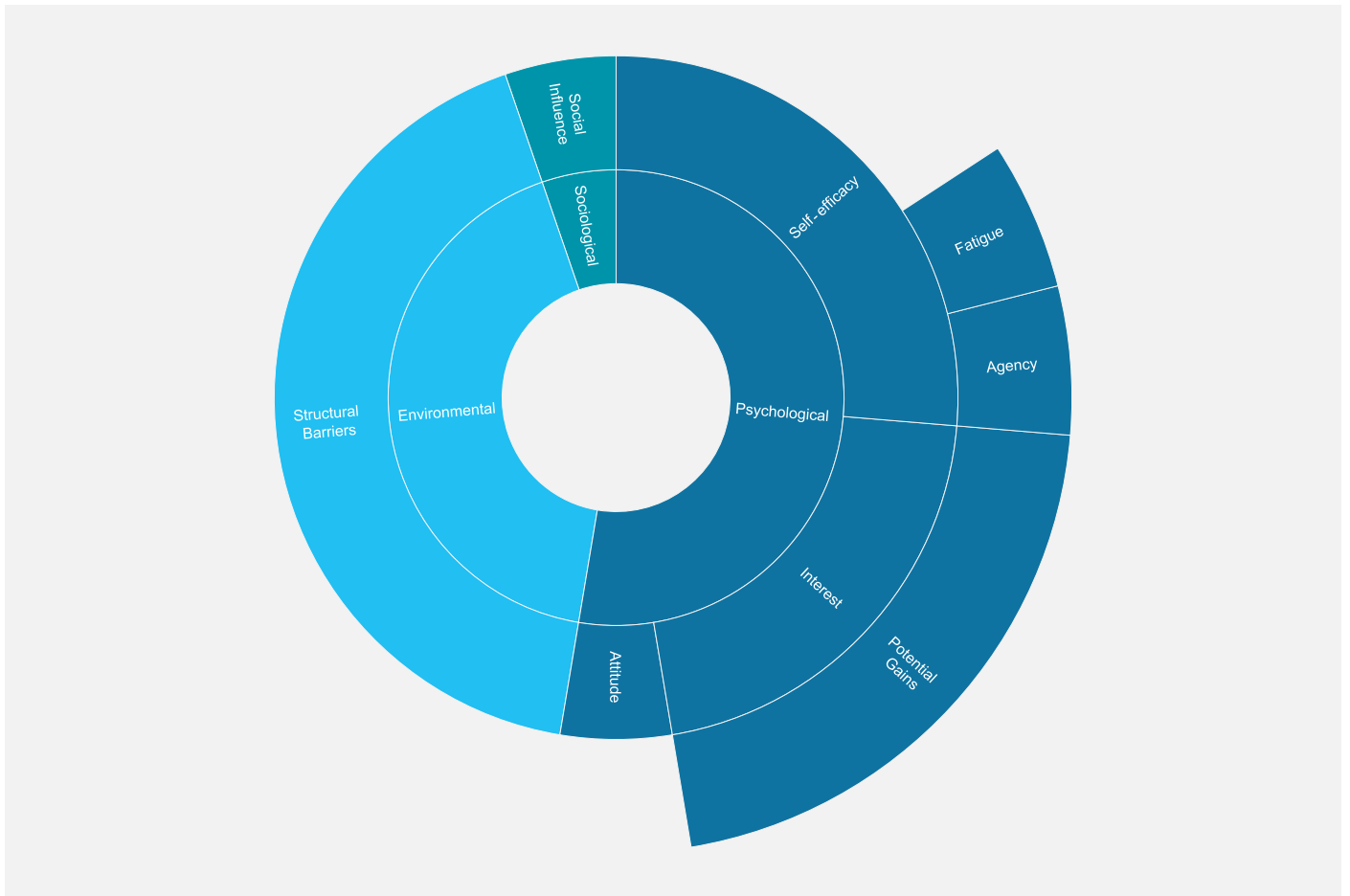


Figure 48 Frequency of prioritisation – Violence Against Children- 36-50 years old

36-50 Years Old

Intimate Partner Violence 36-50 Prioritisation of Drivers



Figure 59 Frequency of prioritisation – Intimate Partner Violence- 36-50 years old

The main differences between age groups of participants for Intimate Partner Violence were:

- Agency played a larger role for 20-35 years old. While norms were only prioritised by older participants (36-50 years old). Generational differences in the value attributed to the norms governing Intimate Partner Violence seem to be well pronounced. Social influence was similarly absent in FGDs attended by younger participants' prioritisation.
- Interest was not represented in older participants' FGDs but was in ones attended by younger participants.

VARIANCES ACROSS URBAN/RURAL

Violence Against Children Urban Driver Frequency of Prioritisation

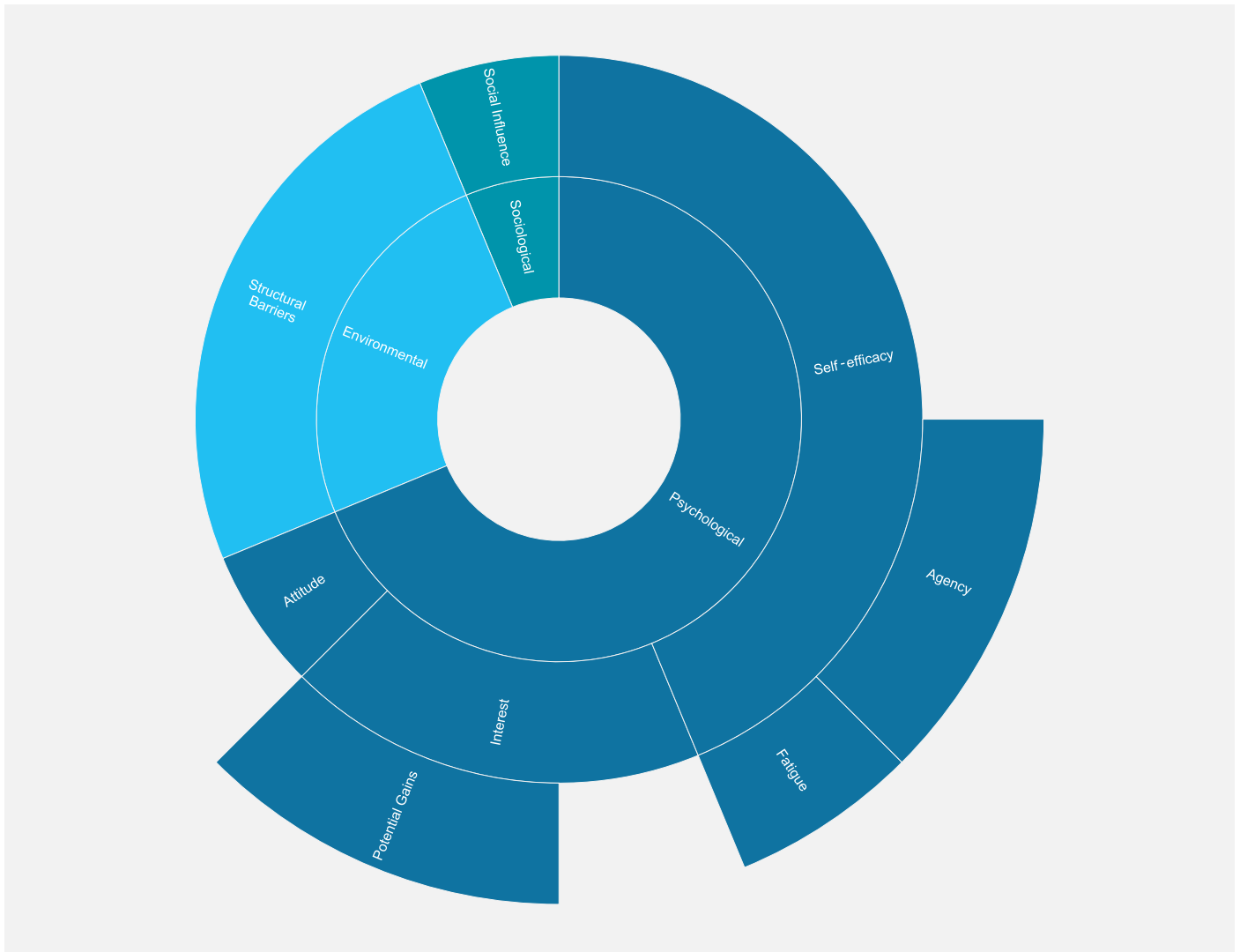


Figure 49 Frequency of prioritisation- Violence Against Children – urban

Violence Against Children Rural Driver Frequency of Prioritisation

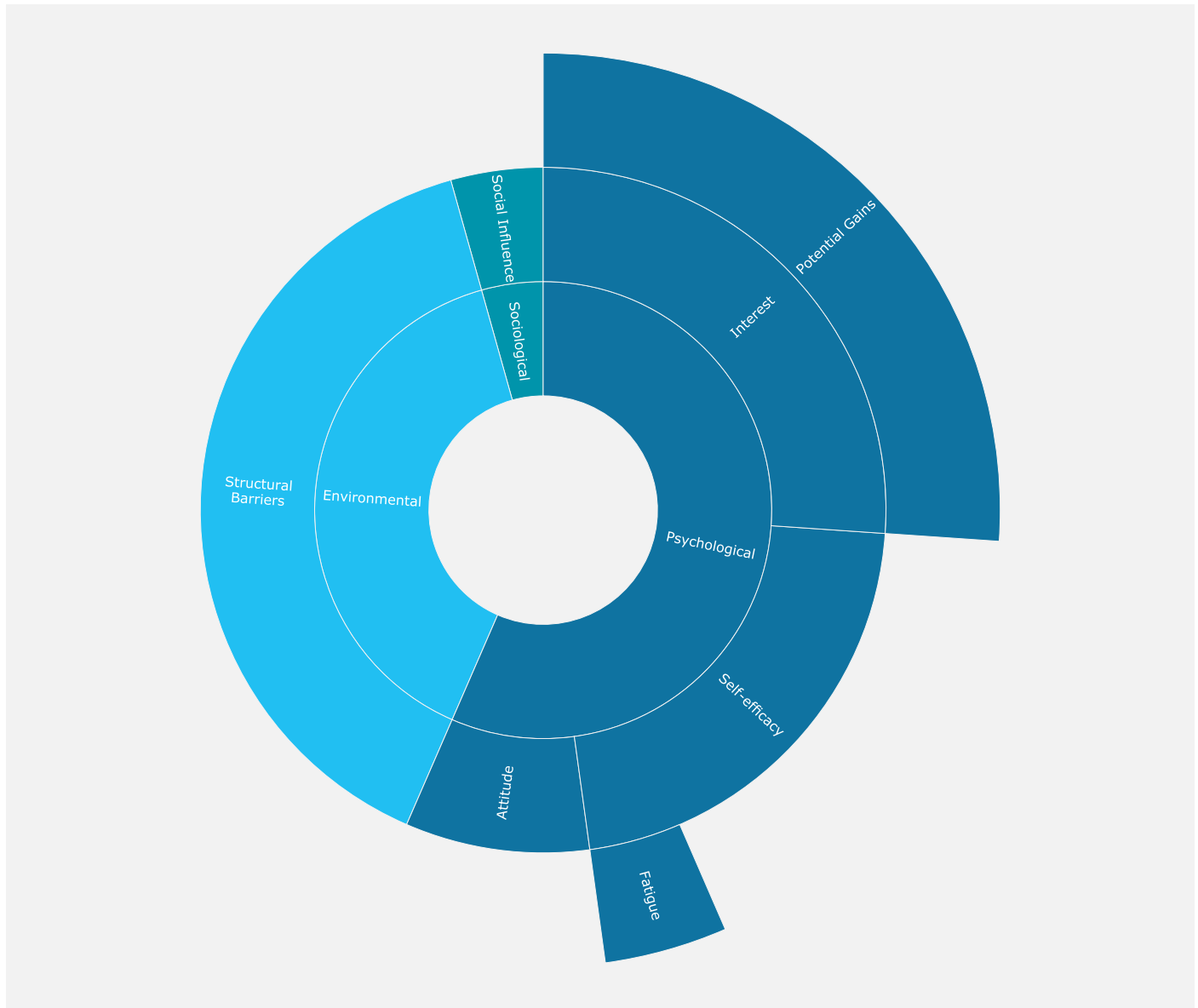


Figure 50 Frequency of prioritisation- Violence Against Children – rural

For Violence Against Children, the most notable differences between the prioritisation of drivers living in urban and rural areas were:

- Rural populations gave more weight to structural barriers as a factor.
- Rural populations gave more weight to potential disciplinary gains that could be achieved through Violence Against Children.
- Agency and Self-efficacy were more emphasised in urban FGDs.

VARIANCES ACROSS GENDER

Male

Violence Against Children Male Driver Frequency of Prioritisation



Figure 51 Frequency of prioritisation- Violence Against Children – male

The most interesting difference between male and female patterns of driver prioritisation for Violence Against Children is the emphasis males placed on the disciplinary values of Violence Against Children which was the most frequently mentioned factor overall. Meanwhile, in female FGDs, it wasn't prioritised a single time. For once, structural barriers were more pronounced in Female FGDs than in male ones.

Female

Violence Against Children Female Driver Frequency of Prioritisation



Figure 52 Frequency of participation -Violence Against Children- female

Females showed more diversity in the prioritisation of root causes for Violence Against Children. Fatigue was only explicitly mentioned as a primary driver in female FGDs. The same can be said for Interest, Attitude, and Social Influence.

A photograph of a man holding a baby and a young girl, overlaid with a blue semi-transparent rectangle containing text. The man is smiling and holding the baby. The girl is sitting next to him. The background shows a simple, possibly outdoor or semi-outdoor, setting with some fabric and a wall.

**KEY FINDINGS:
INTIMATE PARTNER
VIOLENCE**

BEHAVIOURAL DRIVERS AS IDENTIFIED BY PARTICIPANTS

Intimate Partner Violence - Overall Prioritisation



Figure 53 Frequency of prioritisation -Overall- Intimate partner violence

Sharing a lot of commonalities with Violence Against Children in the way it is regarded, Intimate Partner Violence was often considered to occur as a result of poor self-efficacy and agency over one's actions (mainly attributed to males in the vast majority of discussions). Poor Self-efficacy was seen to be largely exacerbated by frustrations and stresses resulting from Structural Barriers. However, in contrast to Violence Against Children, Intimate Partner Violence were also highly influenced by norms pertaining to gender ideologies and perceptions as well. The most frequently prioritised drivers by participants were:

- Structural Barriers
- Interest (including potential gains)
- Agency
- Norms

As the behaviours were violence-based, they were both talked about as something that was normalised yet abhorred. Structural barriers were seen to affect the occurrence of Intimate Partner Violence greatly. While some pull factors for practicing Intimate Partner Violence existed (discipline of wife), this was very rarely mentioned. In this context, participants focused more on the perceived risks of not committing it, and the improbability of changing it as they believed it to be too widespread and a part of men's nature that couldn't be eradicated.

The way in which the different drivers interact to cause Intimate Partner Violence can be seen in the repetition of one single scenario repeatedly. The story goes like this: *a man spends his whole day at work (or looking for work), he gets*

back home tired and exhausted, the wife didn't perform something he expected her to, like cook the food, maintain the house, or put the children away. He loses his temper and hits her.

This almost word-for-word narration is very telling of the factors that contribute to the prevalence of Intimate Partner Violence as a behaviour. Out of all four topics, it is perhaps the most clearly affected by social expectations and gender norms, this is reflected by the disproportionate presence of Meta Norms in Figure 58 below. In these focus groups, men's responsibility was seen to be the financial support of the household and maintaining the house's reputation. Women's domain was perceived to be the household itself and maintaining it in an acceptable state. Women are also the primary person in charge of the upbringing of the children.

One of the main distinctions in the way data was collected for Intimate Partner Violence in comparison to other topics was the way Interest was handled. For other topics of study, Interest was mainly made up of potential gains that would push someone to practicing the behaviour. In the context of intimate partner violence however, participants focused on perceived risks associated with the behaviour. These can be understood as drivers that would discourage the practice of the behaviour rather than encourage it. However, due to the high emphasis participants placed on their importance, they were still included in the prioritisation as drivers, even though they are better understood as counter arguments against it.

AN INDEPTH LOOK AT INTIMATE PARTNER VIOLENCE



Figure 54 Analytical themes - intimate partner violence

Psychological Drivers

- **Dire economic situation curtails women mobility and negatively impact their agency:** Across all four areas of study, finances were believed to be the main reason for the behaviours to take place. This puts money and financial capability as central in terms of attributing social capita to someone. Women's inability to contribute financially to the household then leads to them losing Agency over what happens to the household and what happens to them.
- **Self-Efficacy and lack of self-control were a main contributor to the occurrence of Intimate Partner Violence:** The behaviour was often seen to take place as a result of a man succumbing

to poor self-control caused by fatigue, exhaustion and frustrations (exacerbated by prevalence of Structural Barriers).

- **References to Interest in FGDs were mostly made up of perceived risks, rather than potential gains:** The most commonly referred to risks for the practice of Intimate Partner Violence were Psychological and Physical harm and divorce.
- **Potential gains were referenced to a significantly lesser degree** by participants when referring to the disciplinary value the behaviour may have.
- **Attitude had a significant influence as well.** This was mainly in the form of factors pertaining to Knowledge and Awareness (low knowledge of the risks of Intimate Partner Violence), and beliefs (including that Intimate Partner Violence was sometimes justified) that participants believed to shape community's acceptance of it.

Sociological Drivers

- **Men and women feel compelled to comply with gender roles:** Men and women pigeonhole each other and relegate each other into specific roles. Men need to work and provide for the family; they are the primary breadwinner and their role is mainly outside the home. Women on the other hand are responsible for maintaining the household in order, caring for the children and the family and ensuring domestic chores are done. Inability to comply with those gender roles, often for economic difficulties, leads to violence toward women. Women have internalised the fact that if they cannot fulfil their expected role then it is acceptable that they endure violence.
- **Gender roles are reinforced by peer pressure:** Women often reported feeling pressured into complying with the others around her after being called (directly or in an implied way) bad mothers or bad women. For women who have children, leaving the household or standing against Intimate Partner Violence paints them in a bad light in which she abandoned her children or her duties as a wife. Women are then blamed for the breakdown of the family unit and can be ostracised as a result. Some respondents however, expressed defiance of this in certain occasions as one respondent reported: *“So long the woman would stand up... she can take them (her children) and raise them herself. She can support them, she can work, just like a man. There's now something called equality between men and women, as long as she bows down he will stay violent”.*
- **Violent behaviour is strongly associated with manhood:** More often than not, men were seen as entitled to violence, while women were expected to be empathetic towards the pressures they are under. This perception is shared amongst men and women equally.
- **Children are at the centre of the family unit:** There was a noticed strong sense of dedication to the children present in women's FGDs. Often prioritising them as the most important part of the equation and the reason they can't walk away. Part of it is due to stigma surrounding women abandoning the homes and children, but for the most part it seems to be altruistic. Especially pronounced in Intimate Partner Violence as women insist it is the wife's duty to endure for the sake of the children.
- **Religious norms:** In some instances, religion was reported to factor into the prevalence of Intimate Partner Violence as well. This was due to the belief that religion allowed for (and according to some encouraged) Intimate Partner Violence as a disciplinary measure. Participants however were quick to note they don't consider that to be violence and that religion only dictates a man's right to do it as a very last resort.

Environmental drivers

- **Financial difficulties prevent men and women to play their assigned roles, creating tensions and violence:** Women are meant to support men, take care of the house, but can't take care of the house without the man working. This places a lot of mutual pressure on both, there's an urge to adhere to their social roles but when external factors try to destabilise it, the reaction is a negative one.
- **Social media usage is perceived to create unrealistic expectations amongst women:** One common perception that is shared by men is that social media is harmful since women often use them at home, this sometimes even discredits the women's domestic efforts. Moreover however, in the context of Intimate Partner Violence, men can sometimes perceive social media as harmful since it exposes women to “a fantasy world” that is “not real”. This is to say that the prevalence of ideal

life situations and living conditions in media and social media is seen as negative because it makes women jealous and makes them more demanding of a better life that the men can't provide.

VARIANCES ACROSS NATIONALITIES

Lebanese

Intimate Partner Violence Lebanese Prioritisation of Drivers



Figure 55 Frequency of prioritisation -Intimate Partner Violence- Lebanese

Lebanese participants showed the most diverse list of prioritised factors when discussing Intimate Partner Violence. Though they prioritised structural barriers as the number one factor (as did Palestinians and Syrians), they attributed its occurrence to a variety of other drivers as well. Attitudes also had the highest frequency of ranking among Lebanese participants. Attitudes in this context encompassed the beliefs and knowledge people have regarding Intimate Partner Violence. The acceptance, internalisation, and normalisation of Intimate Partner Violence as acceptable was seen to be a significant factor as noted by one participant: *“Here we dispute a lot with our husband, so it’s normal that sometimes the husband slaps his wife or hits her with an ashtray for example. It’s not violence if he slaps her on her face, it’s passable, but it’s violence if he breaks her for example. If she’s wrong she must accept and not say anything, if she isn’t wrong, she shouldn’t shut up about it”*

Syrians

Intimate Partner Violence Syrian Prioritisation of Drivers



Figure 56 Frequency of prioritisation – Intimate Partner Violence- Syrians

Syrians didn't prioritise Self-efficacy as a driver but compensated by prioritising Agency more frequently than other nationalities. Structural Barriers made up half of their prioritisations. Absent from their prioritised list of drivers was Social Influence as well, indicating higher level of privacy when dealing / discussing Intimate Partner Violence. They did, however, place the largest emphasis on the role of norms in perpetuating Intimate Partner Violence. This was manifested by the high frequency in which traditional injunctive and descriptive norms were reference in their FGDs. One participant noted that *"We live in a patriarchal society, a man has the right to do what he wants, he has the right to take decisions, to go out, to get married to another woman; while the woman's role is to raise children, and clean the house"*.

Palestinians

Intimate Partner Violence Palestinian Prioritisation of Drivers



Figure 57 Frequency of prioritisation – Intimate Partner Violence- Palestinians

Palestinians were the group prioritising potential gains of Intimate Partner Violence more than any other nationality. In general, the potential gains that were frequently referenced by participants within the context of Intimate Partner Violence were disciplinary ones. Attitudes however weren't present in any of the prioritisation made by Palestinian FGDs. Indicating that Palestinians didn't generally think that the way someone thinks or feels about Intimate Partner Violence plays a role in perpetuating it.

VARIANCES ACROSS AGE GROUPS:

20-35 Years Old

Intimate Partner Violence 20-35 Prioritisation of Drivers

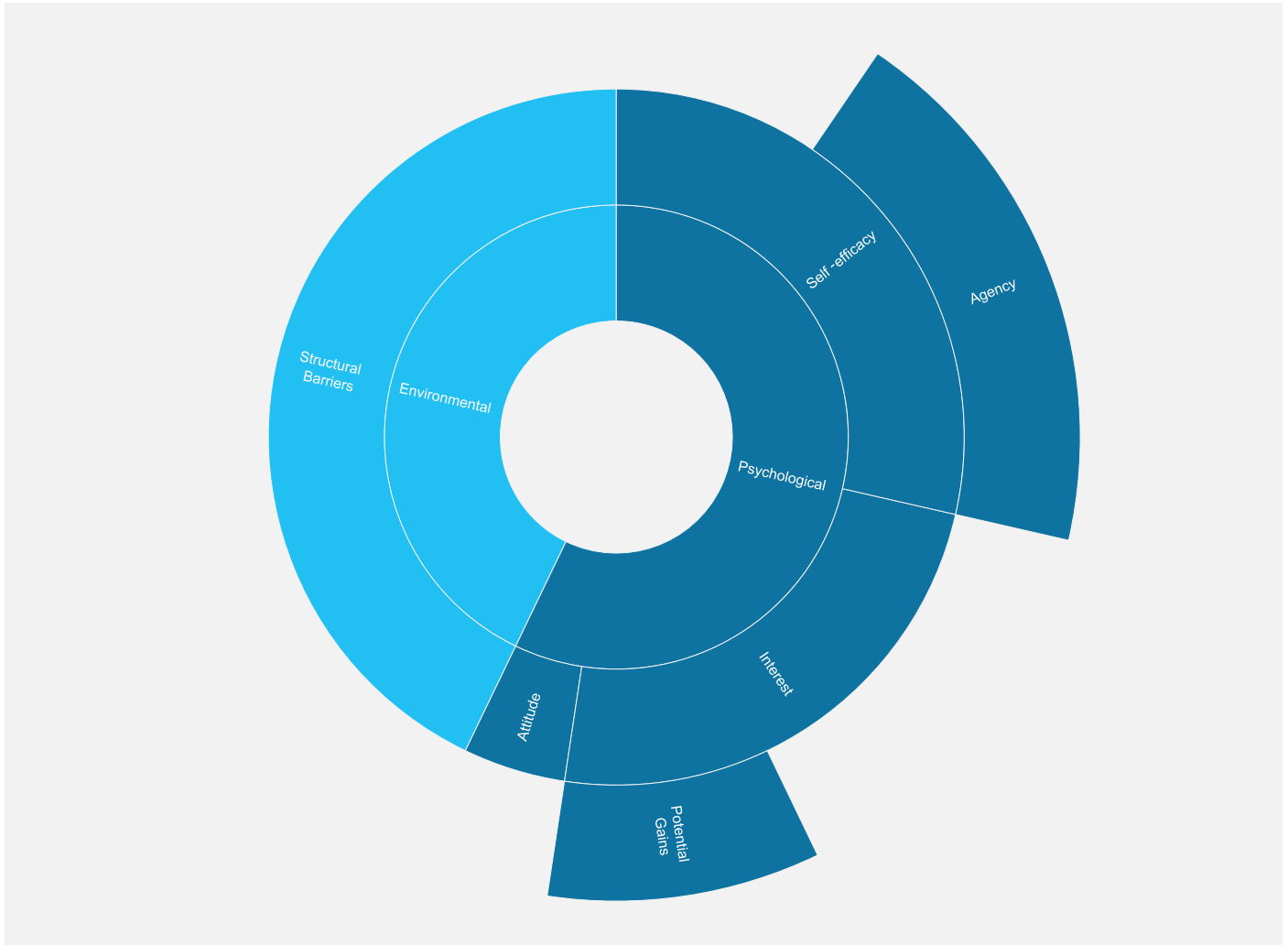


Figure 58 Frequency of prioritisation – Intimate Partner Violence- 20-35 years old

VARIANCES ACROSS GEOGRAPHICAL PRESENCE (URBAN/RURAL)

Urban

Intimate Partner Violence Urban Prioritisation of Drivers

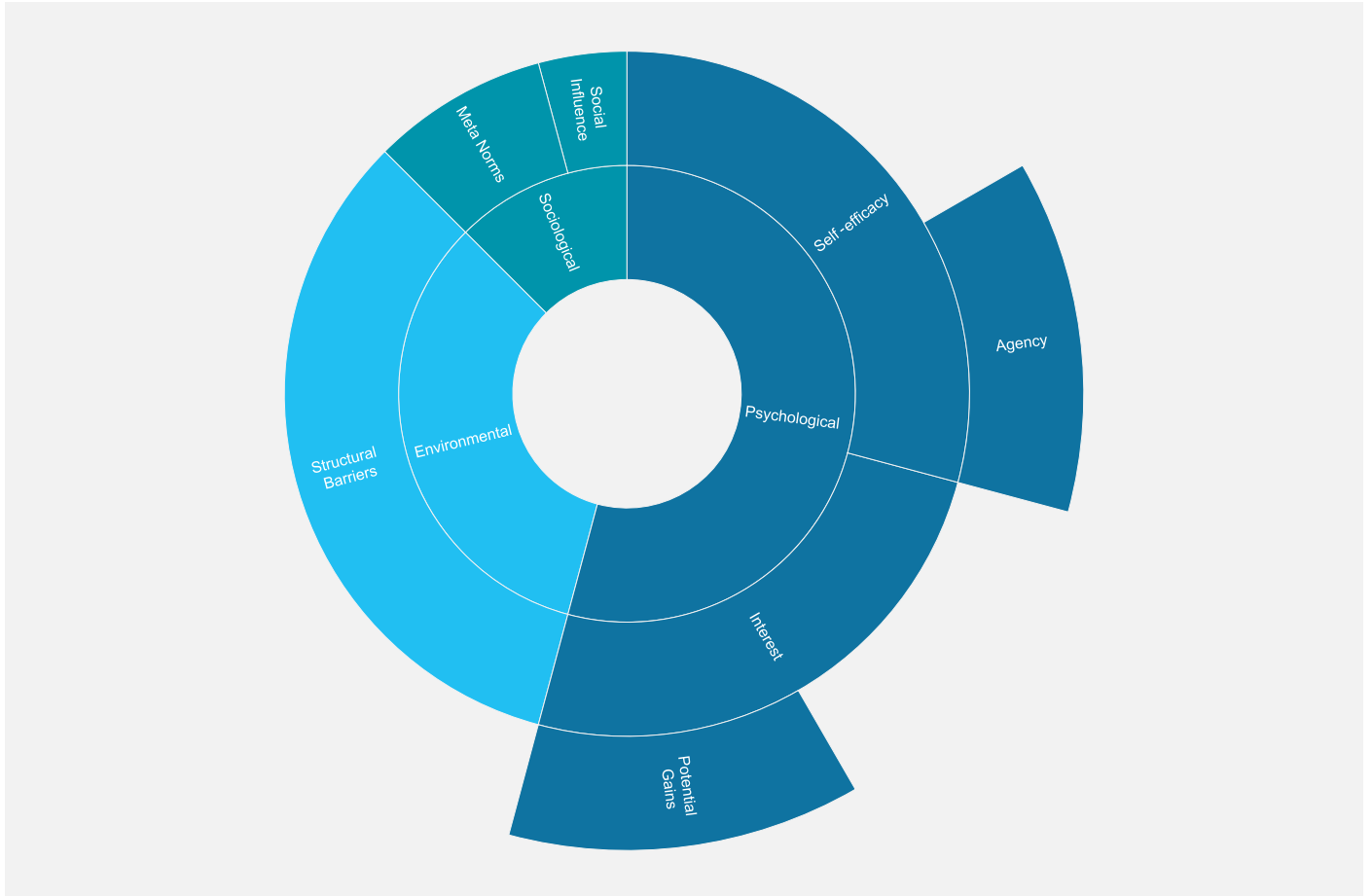


Figure 60 Frequency of prioritisation -Intimate Partner Violence- urban

Rural

Intimate Partner Violence Rural Prioritisation of Drivers



Figure 61 Frequency of prioritisation -Intimate Partner Violence- rural

Participants residing in urban areas placed significant emphasis on self-efficacy to play a role in Intimate Partner Violence's occurrence. While in FGDs held in rural areas self-efficacy wasn't mentioned to be relevant.

- Norms were less relevant in urban areas than in rural ones.
- While Urban areas prioritised potential gains as a cause multiple times, it wasn't prioritised even once in rural ones. Rather, rural areas placed gave equal importance to attitudes instead.

VARIANCES ACROSS GENDER

Male

Intimate Partner Violence Male Prioritisation of Drivers



Figure 62 Frequency of prioritisation – Intimate Partner Violence- male

Female

Intimate Partner Violence Female Prioritisation of Drivers



Figure 63 Frequency of prioritisation – Intimate Partner Violence- female

- Norms, and particularly gender norms were heavily emphasised by females in comparison to males as were attitudes.
- Males placed much larger emphasis on agency (falling under self-efficacy) than females did. Often indicating that this is not a behaviour they personally approve of, but also understanding how it may happen in a moment of anger. However, self-reported examples were reported by certain male FGDs in which they went the extra mile to reprimand those who committed Intimate Partner Violence: **“hey shun him, that’s what we do, we stop talking to him, we don’t consider him a man if he hits a woman. we don’t sit with him, we don’t visit him”**. In this case, social exclusion is a tool used to ensure individuals stay in line with the ideals the community perceives to make up its identity.

CHILDREN AFFILIATED WITH ARMED VIOLENCE

As highlighted in the Methodology section, a conflict-sensitive approach was utilized when exploring the topic of children affiliated with armed violence to minimize the risks associated with investigating such a sensitive topic. Moreover, it is worth noting that the CAAV research was a standalone component for which analysis was done independently. It was incorporated into this research for the additional insight gained by analysing the results through the Behavioural Drivers Model. For instance, the FGDs and KIIs were collected in areas recommended by partners (and not through purposive sampling), and the qualitative tools utilized were adapted. This means that although comparison can be drawn with the behaviours analysed above (Violence against girls, boys and women, Child Marriage and Child Labour), the two datasets have been collected following different methodologies, hence creating limitations in our analysis of the common drivers. One of the main ways the tools (and therefore analysis) used to explore the behavioural drivers of Children Affiliated with Armed Violence differed was the absence of a prioritisation exercise in which participants ranked the top two or three drivers they saw to be the main root causes for the prevalence and persistence of children involvement in armed violence.

AN IN DEPTH LOOK AT CHILDREN AFFILIATED WITH ARMED VIOLENCE

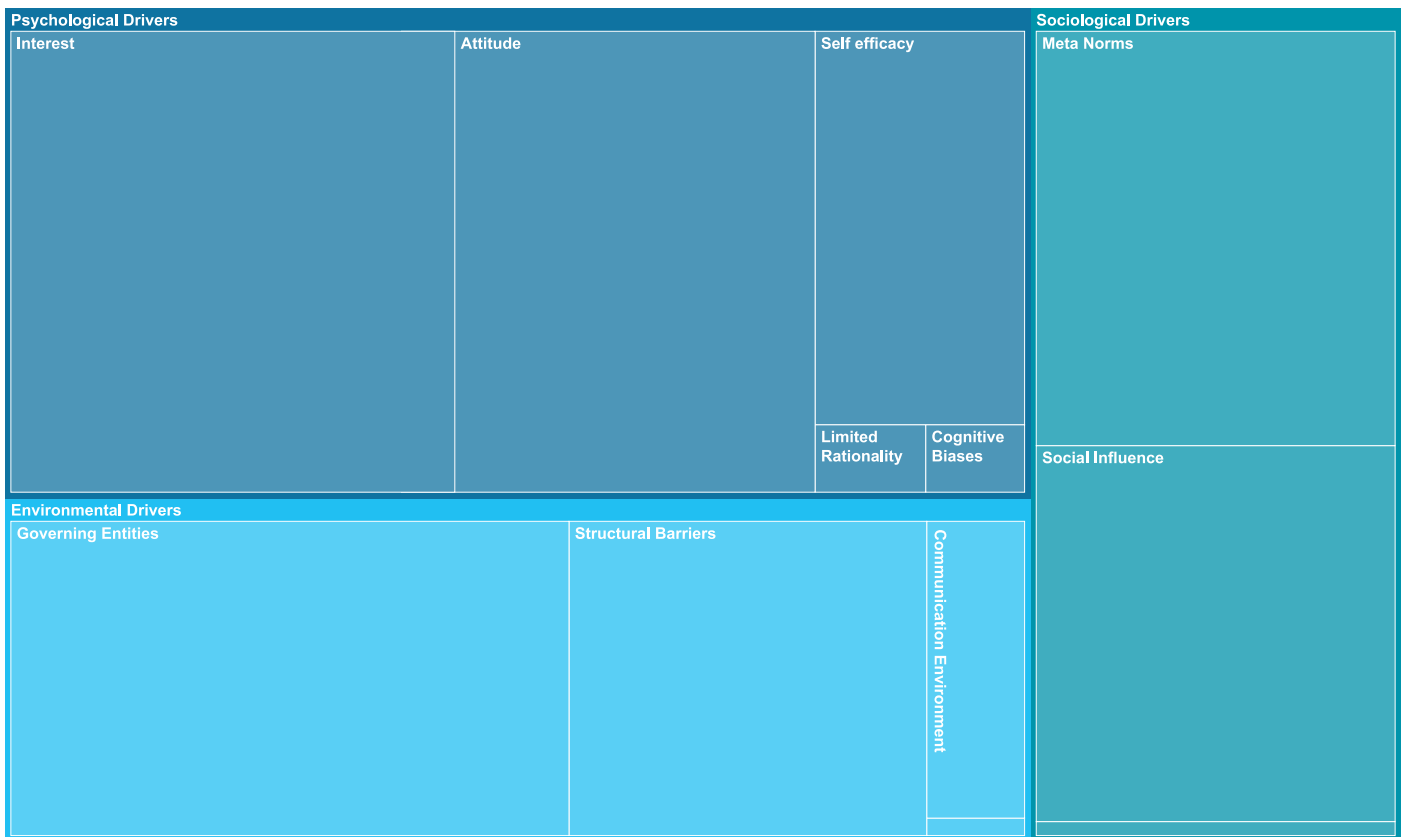


Figure 64: Overall Frequently Discussed Drivers- CAAV

Respondents across different focus groups and key informant interviews showed rejection on a formal level and unacceptance of armed violence in general, particularly when children were involved in it. For example, in an interview, one respondent noted that they “*think the Palestinian community feels now disgusted with children being enrolled with weapon violence, because they are seeing tragedies out of this so it is a very negative feeling towards violence*”. However, for the most part, the phenomenon seems to be widely accepted as present and prevalent in different areas and communities of Lebanon. Areas in which armed violence was perceived to be prevalent were rural areas in Lebanon, as well as Syrian and Palestinian camps. In one FGD held with Lebanese children, respondents noted that armed violence doesn’t exist in their communities but “*sometimes in refugee camps or should something politically happens you will see this much more*”, *Palestinian adolescents in an FGD noted that while armed violence is not common in their camps by older generation Palestinians, “new Palestinian Syrians are involved (in armed violence).”*

It is worth noting here that while general sentiments between cohorts could be noticed (i.e. Lebanese having perceptions that armed violence only exists in Syrian or Palestinian camps), there was an overall acknowledgment of the issue as

widespread as different cohorts would mention the prevalence of the behaviour in their own community by their own cohort. That being said, Lebanese nationals would more frequently point to the presence of Syrians as factor for the spread of armed violence, or the fact armed violence exists in Palestinians camps only, more than Syrians or Palestinians would make such remarks about Lebanese nationals. In an FGD with Lebanese male caregivers, one respondent noted: *“There’s a factor that plays a role and gives this negative image and that is the foreign factor that is present here... not foreign but the Syrian factor, foreign to our community. This factor disrupts our communities and causes violence and crimes to some extent for example the robberies that are happening... you know who’s behind them yeah? These things that are happening, they are initially behind it.”*

Figure 64 above shows the concentration of different factors and drivers referenced by participants as determinants for the presence of armed violence and children affiliated with armed violence in Lebanon.

It is also worth noting the varying behaviours respondents reported to constitute armed violence. As shown in Figure 65 below, the largest pool of participants considered intimidation through carrying weapons (without necessarily using them) to count as armed violence. Armed clashes due to sectarian, or political, or gang-related differences were also mentioned quite often. However, participants also conflated non-armed forms of violence (verbal, or non-armed physical violence) with it. Mines and explosives were rarely mentioned. The lack of mentions of mines and explosives as part of the definition is especially problematic as it made up 6 of the 14 child casualties verified in the Annual Report of the Secretary-General on Children and Armed Conflict in 2018 in Lebanon.

Concepts Associated with Armed Violence

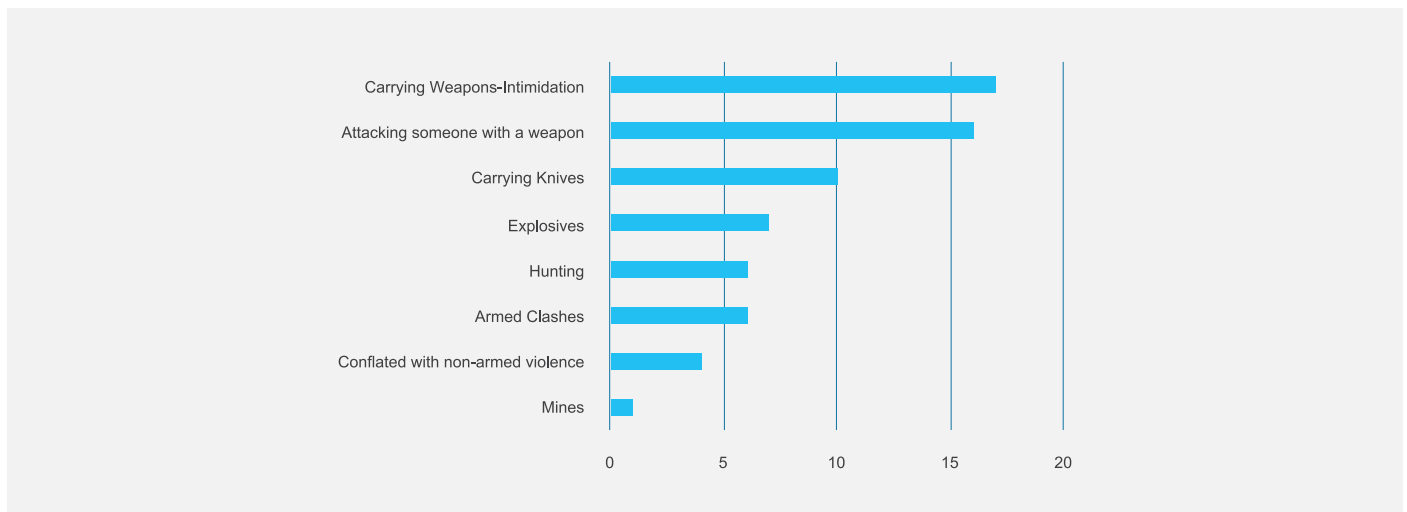


Figure 65 Concepts Associated with Armed Violence

Psychological Drivers

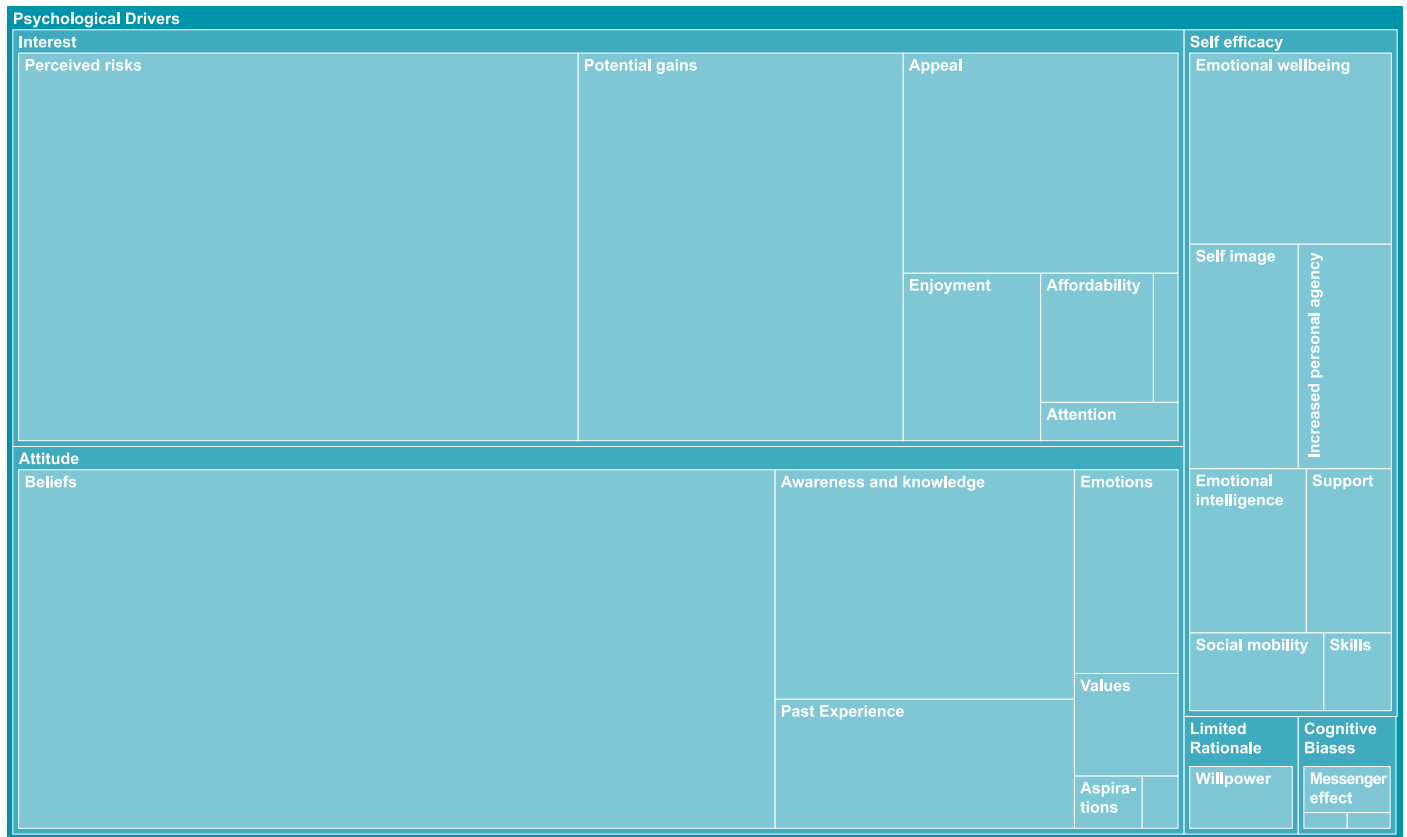


Figure 66 Overall Frequently Discussed Psychological Drivers- CAAV

Involvement in armed violence, particularly by children and adolescents, is considered very risky and seen as largely detrimental to the children. Respondents often discussed the perceived risks associated with the involvement of children and adolescents in armed violence. “Loss of future” was used as a catch-all reference to what would happen to children who would join armed violence. **“He will not find any job opportunities. If he had money and wants to settle down, people will not let him marry their daughters. The society refuses him. Also, the places of arrest or prisons, not only at the level of Lebanon, but also at the regional level, the prisoner who leaves the prison will get out violent because violence is practiced inside the prisons. The nature of the prisoner changes because it is a prison and torture rather than rehabilitation and reform.”** This included having very little access to future career and education opportunities as well as references to social exclusion. Highlighting the dangers associated with involvement in armed violence, respondents also often discussed the physical and psychological harm that will likely befall them as well as the legal ramifications. However, there were still benefits understood to explain and somewhat justify the need to be involved in armed violence at a young age, as elaborated on in the following paragraphs below on potential gains (appeal and protection).

Perceived Risks of Children Affiliation in Armed Violence

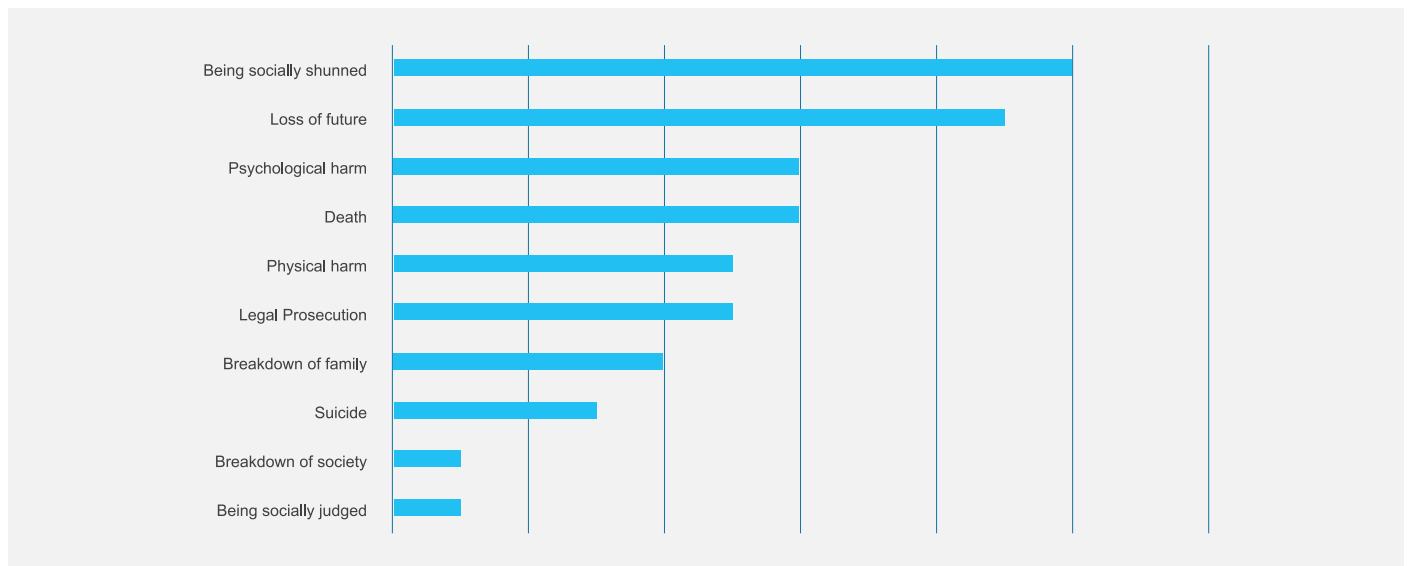


Figure 67 Perceived Risks of Children Affiliation with Armed Violence

The two first points below are deeply rooted in social norms around masculinity and traditional gender roles whereby males are seen as the protectors and providers of the family and the community. Carrying arms, for a male, therefore reinforces a sense of conforming with traditional gender roles.

- **Carrying arms to protect and provide:** While not mentioned frequently, respondents did mention a few ways in which benefits justified the involvement of youth and children in armed violence. Perceived benefits revolved around two main ideas, financial support for one's self and their family, and self-defence. The need to protect one's self and family also correlates to a sense that formal systems of security enforcement are either unable to protect individuals or are biased in doing so. This will be further elaborated on in subsequent sections of this chapter. As one respondent in a Lebanese FGD noted *"if you have an amount of money or have some merchandise in your car you have to protect your merchandise and your properties and so you are forced to do what?? To carry arms. Their weapons were "men's accessories."*
- **Guns have a certain appeal:** Though acknowledged to be dangerous, respondents mentioned in a few instances the appeal using guns for recreational purposes such as hunting, or celebratory (mainly weddings and graduations) purposes have. This appeal also carries stereotypes associated with gender as guns are believed to be especially appealing to males, and they are thought to make men more appealing to women. *"Yes, he will start thinking I will shoot the gun a couple of times only so as my girlfriend would love me more."*
- **Self-efficacy:** Several mentions were made by respondents as to how poor self-control, emotional intelligence, and overall self-efficacy could lead to the escalation of low-level disputes in Lebanon into ones that involve the using of arms to hurt or kills others. *"Boys get worked up and want to fight with their neighbours for example... a youngster or a student shows off with weapons do you understand me? Or he puts a Kalashnikov in the car as he goes out with his friends."* There was a (logical) concern expressed by respondents that merely carrying the weapon or owning would lead to a higher probability of armed violence taking place *"I am against carrying a knife or so... as it may be due to a reaction of mine that I commit a crime, (even) it is for sure self-defense, I'm against carrying it because it could lead to so many things."*

Sociological Drivers

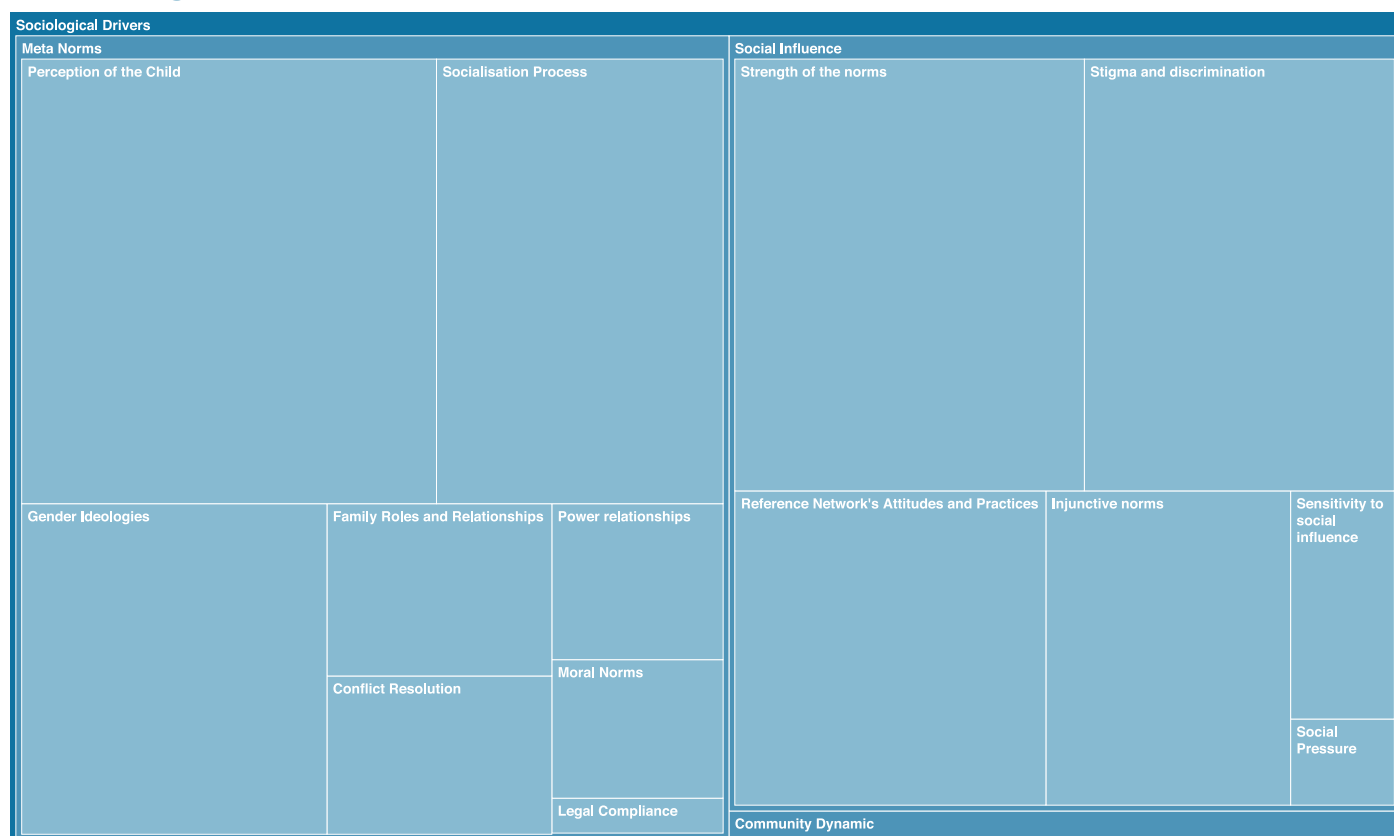


Figure 68 Overall Frequently Discussed Sociological Drivers- CAAV

- Children are vulnerable:** The discussions involved a lot of descriptions into how respondents perceive children, and specifically children who become involved in armed violence. In a large majority of FGDs and KIIs, involvement of children in armed violence was understood not to be their fault, but rather, as a result of neglect by their parents and/or state institutions who are believed to be their primary guardians/ caretakers and as such, the ones to make sure they don't lose their path and get involved in it. Children were also referred to as in need of protection and impressionable. *"In order for her to get this far and use weapons she must be a victim herself, victim of society."*
- Children learn from what they see around them:** Children (and particularly boys) were frequently mentioned by respondents to learn the acceptance and normalization of violence in general, as well as armed violence specifically from those surrounding them. This was often referred to by respondents by discussing how widespread gun ownership and use is in their communities and in Lebanon in general whether for violent or non-violent purposes. *"The boy at home sees a gun in the corner, a pistol or a gun his father puts there. When he goes out with his friends he takes the gun. Maybe his father did not see him, or is unaware of this or did not take into account that this might happen, his friends might get into a fight and so he might resort to the gun, he might shoot and cause harm."* Additionally, several references to video games and media influences as negative were made by participants when discussing armed violence. Specific examples of influencers that were perceived to normalize acceptance and usage of arms among youth were the video game: "Players Unknown Battleground" (PUBG) and the TV show "Al Hayba".
- Guns and armed violence are understood to be male-centric:** Very few respondents mentioned the involvement of girls in armed violence. Furthermore, cases in which it was mentioned were often preceded by enumerators pressing respondents for final confirmation on whether they think it could never exist, at which point some respondents would respond along the lines of "maybe" or "in a very small percentage". A lot of respondents outright denied the existence of any cases of girls involvement in armed violence. This is because arms are understood to be a masculine feature. This was highlighted by respondents mentions of armed violence and gun ownership as manly, but also their mentions of women being incapable of carrying weapons

due to physical and social limitations placed on girls that limit their overall exposure to arms and armed groups they could join. There were also references made to women being naturally less-violent and more docile. *“A girl is tender in nature. She does not practice armed violence.”* However, some did note girls could be targeted and recruited into armed violence. Often however, they would note them having a different, less active role which heavily relies on traditional perceptions of gender roles that frame girls and women as sexual subjects relegated to domestic roles. *“There are people who take girls at this age for enjoyment (implied sexual), or so they would prepare food for them... like this.”*

- **Gun ownership and use are part of the culture:** Most of the discussions had at least one instance in which respondents mentioned that possession and use of arms is understood to be a normalized part of the community’s identity or at least made reference to it being widespread. *“It is normal. There are problems but we are used to them. We are next to the fields next to (redacted family name) place and such so there are problems all the time and shootings but we’re used to it now, it is normal. I do not feel that it is dangerous anymore but if you are walking at night, yeah you might get scared.”* This also goes hand in hand with an understanding that protection of self, family, and even community, as a responsibility that civilians sometimes have to take on themselves.
- **Gun violence carries national stigma:** While frequent mentions to armed violence being a national-scale issue that affects all segments of Lebanese society, traces of nationalistic stigma were also present. Numerous references were made to the perception that a prevalence of armed violence in general and involvement of children in armed violence happens in Palestinian camps. Additionally, particularly within Lebanese FGDs, there was a belief that the Syrian conflict meant that refugees in Lebanon brought with them higher tendency to engage in armed violence. *“The Syrian factor, foreign to our community. This factor disrupts our communities and causes violence and crimes to some extent for example the robberies that are happening... you know who’s behind them yeah? These things that are happening, they are initially behind it.”*

Environmental Drivers

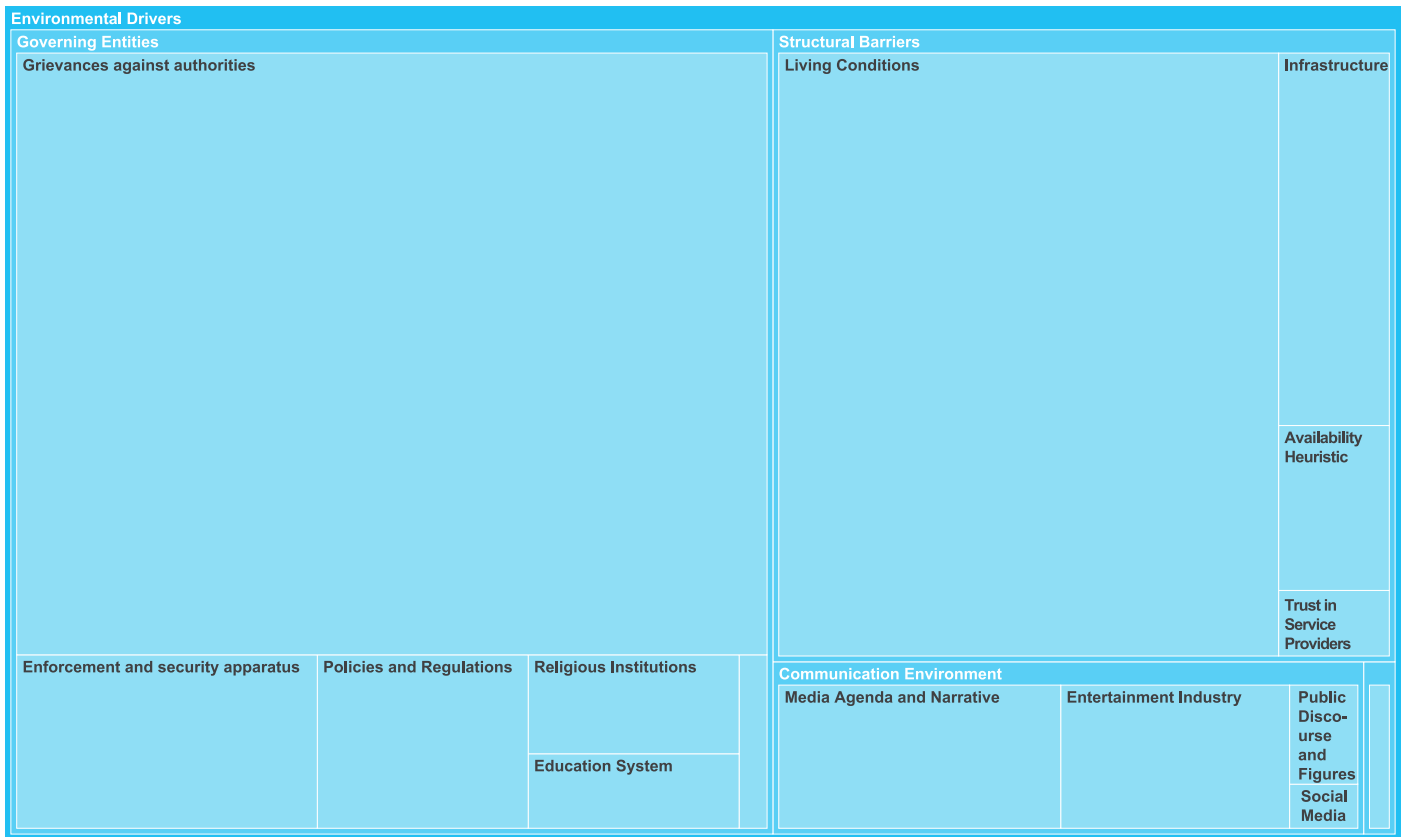


Figure 69 Overall Frequently Discussed Environmental Drivers- CAAV

- Shortcomings of state and security apparatus:** Much like other areas of focus in this research, environmental drivers played a major role in what respondents believed to contribute to the prevalence of children involved in armed violence. However, this was the topic in which grievances against authorities had the highest share of discussion. Most prominently, there was frequent mention of the security’s apparatus’ inability (and at times unwillingness) with securing the respondents’ communities. This appeared across discussions involving all three nationalities. For Lebanese respondents, they thought their areas were too remote. While in Palestinians camps, they felt like they were in charge of managing their own community’s security. Similarly, Syrian communities would often mention they tend to their own security needs. In other instances, national security forces were seen to be biased towards groups belonging to a certain sect or family. This was also the first topic of research in which the subject of political parties in Lebanon was brought up. In about half of the FGDs, political culture was referenced at least once to encourage armed violence in Lebanon. *“If something bad happens, the state doesn’t interfere. People use weapons and hit each other, when does the state interfere? When the problem ends and when there are some deaths or injuries. It doesn’t interfere! You feel like it’s a very disregarded place”*
- Structural barriers, such as living conditions, still remain very relevant to the issue:** The involvement of children in armed violence was however still seen to be largely prompted or influenced by a number of structural barriers, mainly the living conditions experienced by children and their parents in their communities. As it was mentioned in other areas of this research, poverty and lack of employment opportunities were seen to largely contribute to the involvement of children and youth in armed violence. Financial incentive offered by joining certain armed groups or following a path that usually involved use of weapons (drug or weapon dealing) were believed to be a primary driver. Lack of employment and formal education opportunities meant that youth and children had the free time as well to stray away from a proper path involving a career, *“secondly they are not securing work for the people here, when the country is securing jobs or you and meeting your needs you will not be forced to hold a weapon and do anything.”* For children this was also related to poor education, as previously mentioned.

- **Communities seen as unsafe:** Respondents in a lot of FGDs also referred to their communities as unsafe due to a number of reasons including the reported spread of crime in communities involving drugs, robberies, and others. Often, this pertained to unemployed youth loitering and their involvement in negative habits including the consumption of drugs. *“Every day we hear of a crime, either murder, or a robbery, this is the least of things that are happening. Besides being subject to harassment and being raped and kidnapped and so on.”*
- **Tribalism and sectarianism a major cause:** The sense of entitlement derived by individuals belonging to a certain tribe, family or sect in certain areas were perceived to contribute to the prevalence of use of arms in certain communities. This manifested in individuals othering and targeting each other based on which group they identified with, but also provided them with a sense of justification to carry and use arms as the gatekeepers of their community or territory. *“Yes, without mentioning names. Any family when they fight, I mean yes, when it happens they directly shoot into each other, not only talking or shouting. They use an automatic weapon and all, they start shooting one another, yes and someone would fall victim.”* This also highly relates to cultural norms that give power and authority of control to certain tribes. Religious ideologies were also mentioned as playing a role in radicalizing children and youth as well as leading them to involvement in armed violence. Moreover, religious institutions seem to be intertwined with notions of nationalism, martyrdom, and defending the community (and Lebanon) from an external threat: *“Should you go to the (communities where any religion is prevalent), you would find that they are recruiting children to become armed, in the name of scouts, ..., it would often be justified by saying its done in order to guide and teach them self-reliance, but they are training children how to use weapons when it comes to armed violence, using either the excuse that we are training them for self-defence, or that we have an enemy, Israel.”*
- **Armed violence highly stigmatised to be related to other illegal and immoral acts:** Children involved in armed violence were often perceived to be involved in other illicit activities including thievery, but most frequently mentioned, drug-use and dealing. In a lot of cases, it was seen to even be triggered by it. Drug use and trafficking was mentioned in this behaviour more than it was in any of the other four (Child Marriage, Child Labour, Intimate Partner Violence, and Violence Against Children), it was seen to make individuals more aggressive and therefore more likely to use guns. More frequently however, it was seen as a tool for recruitment of youth into gangs and groups that use armed violence as the drug trafficking business (a potential source of income) is one that is perceived to be highly dependent on use of arms. However, as illustrated by the lack of clarity or in-depth knowledge or personal experiences respondents shared when discussing the topic, this can be interpreted is a form of stigma in which children and youth involved in armed violence are perceived as immoral, or socially excluded.

TRAJECTORY OF A CHILD INVOLVED IN ARMED VIOLENCE

As mentioned in this chapter's introduction, for this portion of the research, participants were given an imaginary scenario in which a 13 year-old boy or girl¹⁶ are involved in armed violence. They were asked about what they envisioned their role to be, what events in their past led to such involvement, and what they expected their future to be like, among other questions. Respondents offered some interesting insights regarding what they thought the present, past, and future might hold for a child involved in armed violence.

Present

The perceived role of a 13 year-old child involved in armed violence differed according to different participants. Some of the responses included recruiting other children, running errands that ranged from smuggling drugs and weapons to cleaning, and in the case of girls, performing sexual favours (this did not include forced marriage). However, by far, most recorded responses mentioned children would actively be involved in armed violence. *“but in general in armed conflict and armed violence, the roles that children usually take can be actual or active fighting, meaning they carry a weapon and attack the person on the other side. They can also play a role as guards, or on checkpoints.”*¹⁷

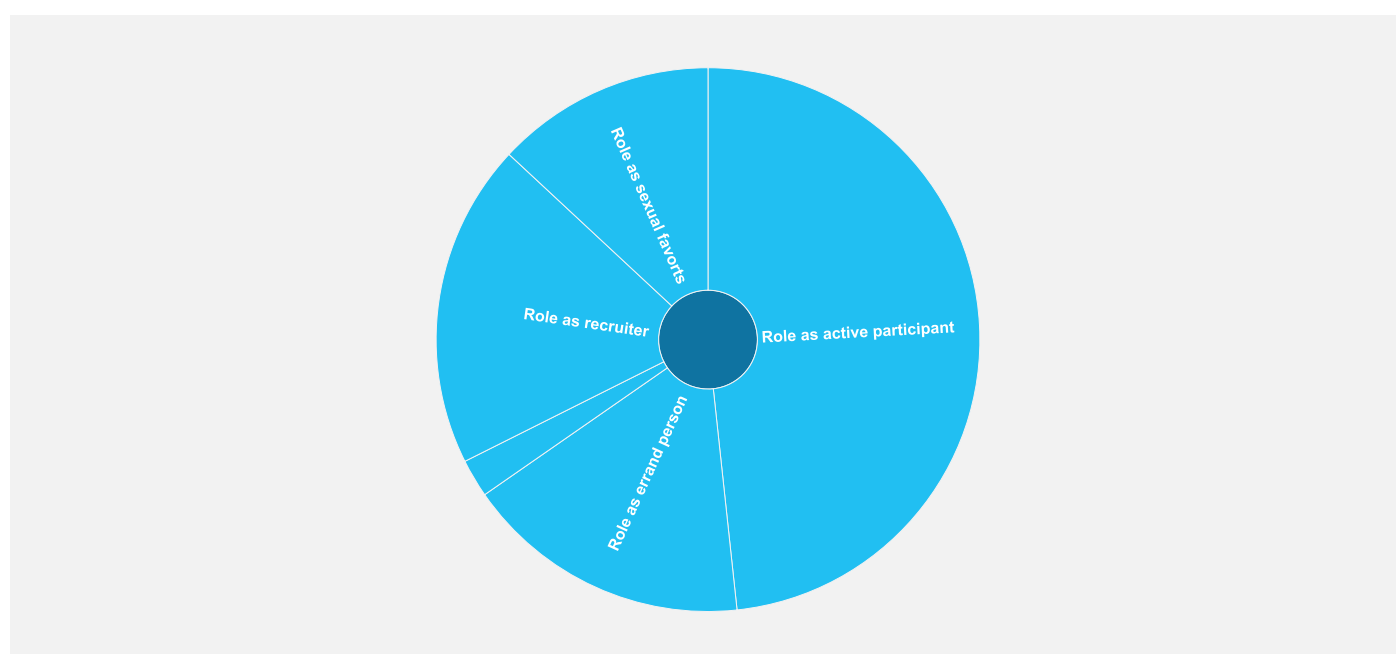


Figure 70 Perceived Role of Imaginary Child Involved in AV

When asked about whether they would be active during the day or night, most thought night time is when they would be active since they would most likely be performing illegal acts and would less likely be discovered at night time by their community or parents *“Not a lot of people will be around, should the person be wanted he can't go out during day time so he will do whatever is wanted from him during night time, he will not be witnessed.”*¹⁸

¹⁶ Both boys and girls stories were standardized the only difference between them was the gender. FGDs conducted with males had the boy example, while those held with females had the girl example.

¹⁷ KII with Coordinator held on topic of CAAV

¹⁸ FGD held with Palestinian Adolescents males on topic of CAAV

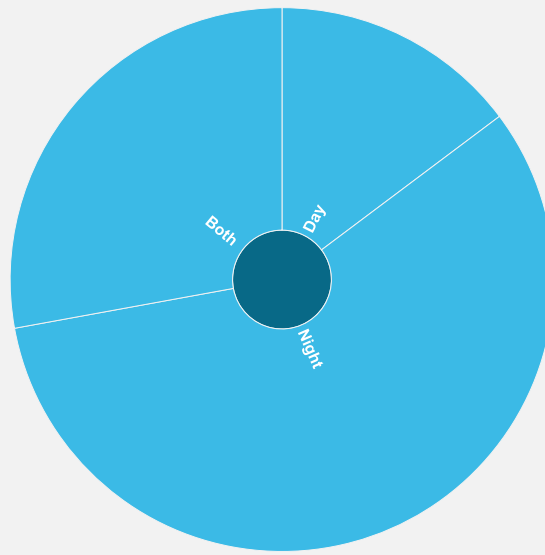


Figure 71 Perceived Time of Activity of Child Involved in AV

The most important people to the child were believed to be his/her family, friends, and the gang they were presumed to belong to. *“The most important people in her life are her parents. Even if she is committing something wrong. She is not interested in her family now because they are against what she is doing. Her thinking is limited at this stage. All she is thinking about now is to guarantee her future. But she is not capable of distinguishing between right and wrong. She would think that if her parents knew about what she is doing they would stop letting her go out or do anything. They are right.”*¹⁹



Figure 72 The Most Important People to a Child Involved in AV

19 FGD held with Lebanese Children Females on topic of CAAV

Messages participants would direct towards the imaginary child varied; however some trends can be found amongst them:

- Raise their awareness regarding the consequences of joining and participating in armed violence.
- Reliance on religious-inspired rhetoric. Reminding them God will forgive them even though the road they're on now is not righteous.
- Outright avoid them and not talk to them or direct a message to them due to fear of being attacked by them.

Past

How children become involved in armed violence: A number of different answers were provided by respondents when asked about how they thought the children (both boys and girls) first became involved in armed violence. Most believed it was through financial incentive, forced recruitment, family pressure (if the family was involved in it themselves) and peer pressure as well as friends. *“Yes. Somebody exploits the creation of the need and tell him that they can provide the child with this need or waited until the child seeks the need badly, or if one of his family members have this need, for example if the child’s mother needs a medicine urgently, the person would make use of this need and controls him/her in order to attract him/her to armed violence.”*²⁰

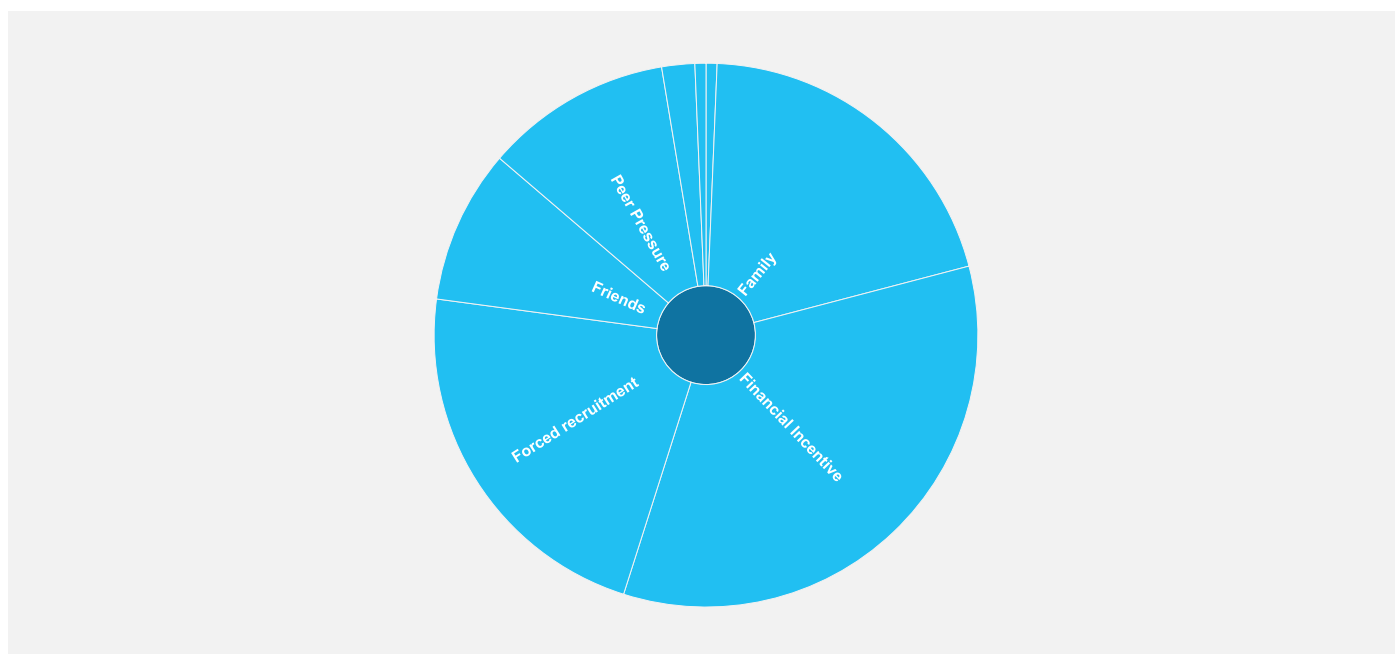


Figure 73 Reasons for a Child to be Involved in AV

Age of involvement: About a third of respondents believed that the child became involved in armed violence before the age of 10. Most believed it happened before the age of 16. However, it is worth noting here that a number of respondents identified first involvement with armed violence as exposure and hearing of weapons in general as they saw it to be the first step.

²⁰ KII held with Director on topic of CAAV

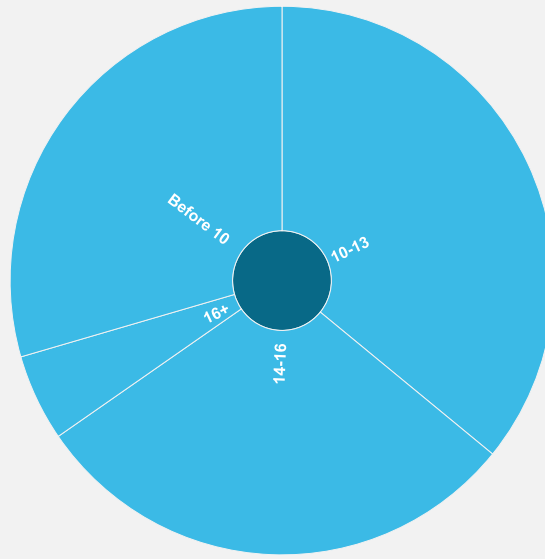


Figure 74 Age of Child Involvement in AV

Positive and negative influences in their reference network also varied according to respondents. Interestingly enough, family and friends were perceived to potentially be a source of encouragement and deterrence from involvement in armed violence. *“I say the first people are the parents. The first people a child identifies with in their life is their parents. He learns from them by watching what they do and copying it. And also learns when they tell him how to behave. This is the most basic form of that. Now in some other cases, the parents aren’t around, or the father is not around, or the mother isn’t able to do anything while influence is being exerted by an uncle or another family member. So essentially it is the family and the direct surroundings of the child that can push him to- or facilitate the process”*²¹

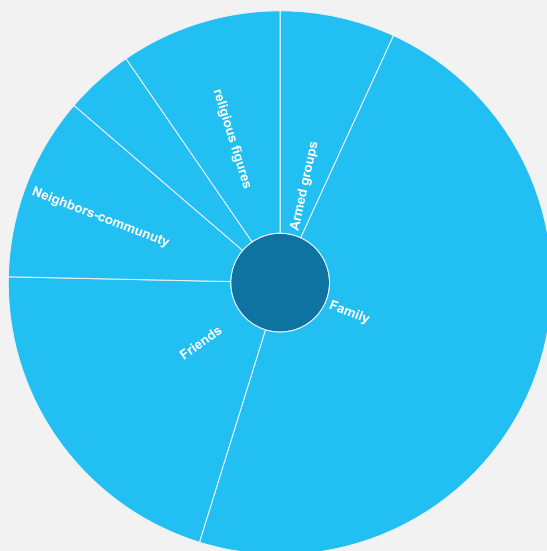


Figure 75 Positive Influences (left)

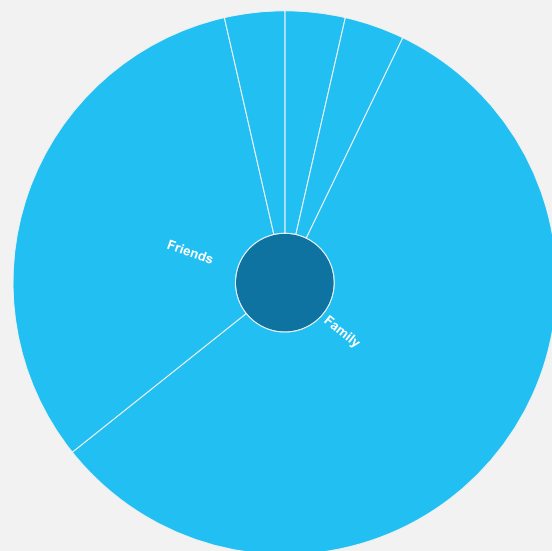


Figure 76 Negative Influences (right)

21 KII held with Director of organization on topic of CAAV

Future

Future prospects for children involved in armed violence were very bleak according to respondents as they ranged from perpetually being involved in armed violence, to death.

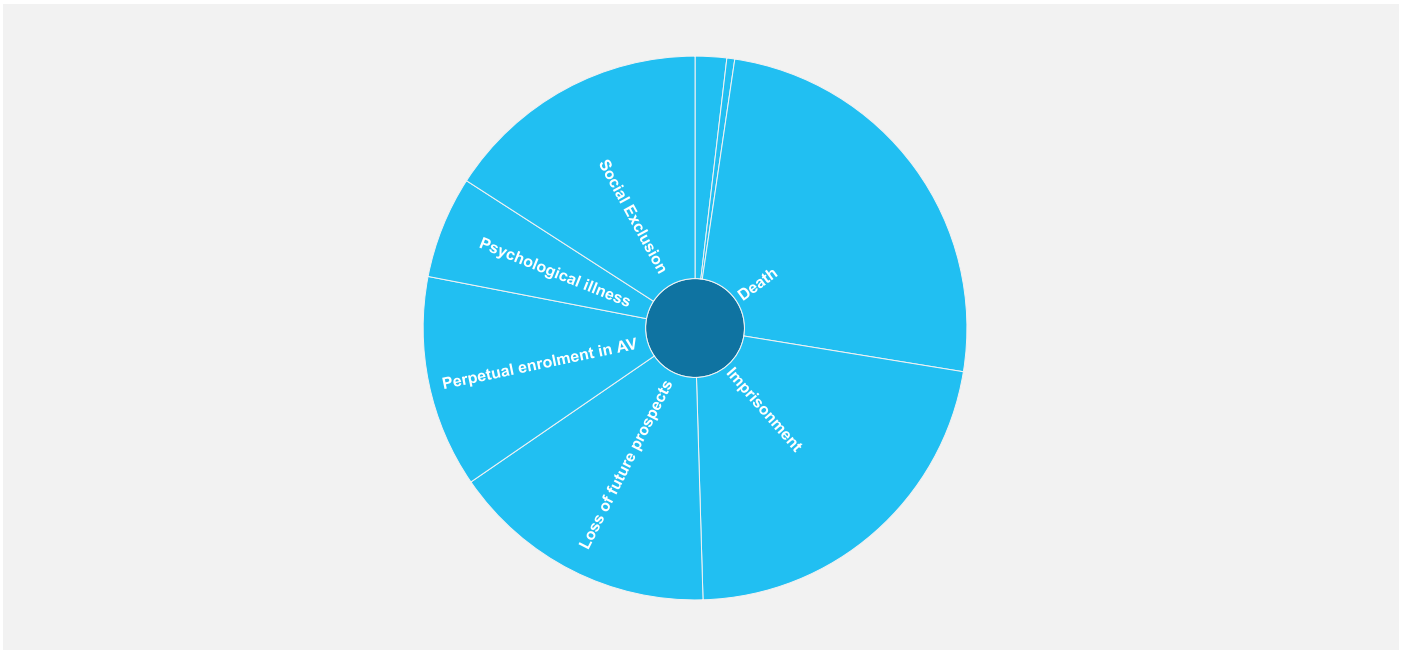


Figure 77 What will Happen to A Child Involved in AV

Moreover, the majority of respondents believed that individuals who get involved in armed violence at a young age would continue to take part in armed violence and groups that rely on armed violence. *“He would remain in it, that’s it, he entered and entered in armed violence, he became against his parents, his country, against everyone. He deviated; he became another life form. He would hurt people.”*²² This further speaks to the social stigma associated with children and youth who became involved in armed violence at a young age and the hardships faced in socially reintegrating and rehabilitating them.

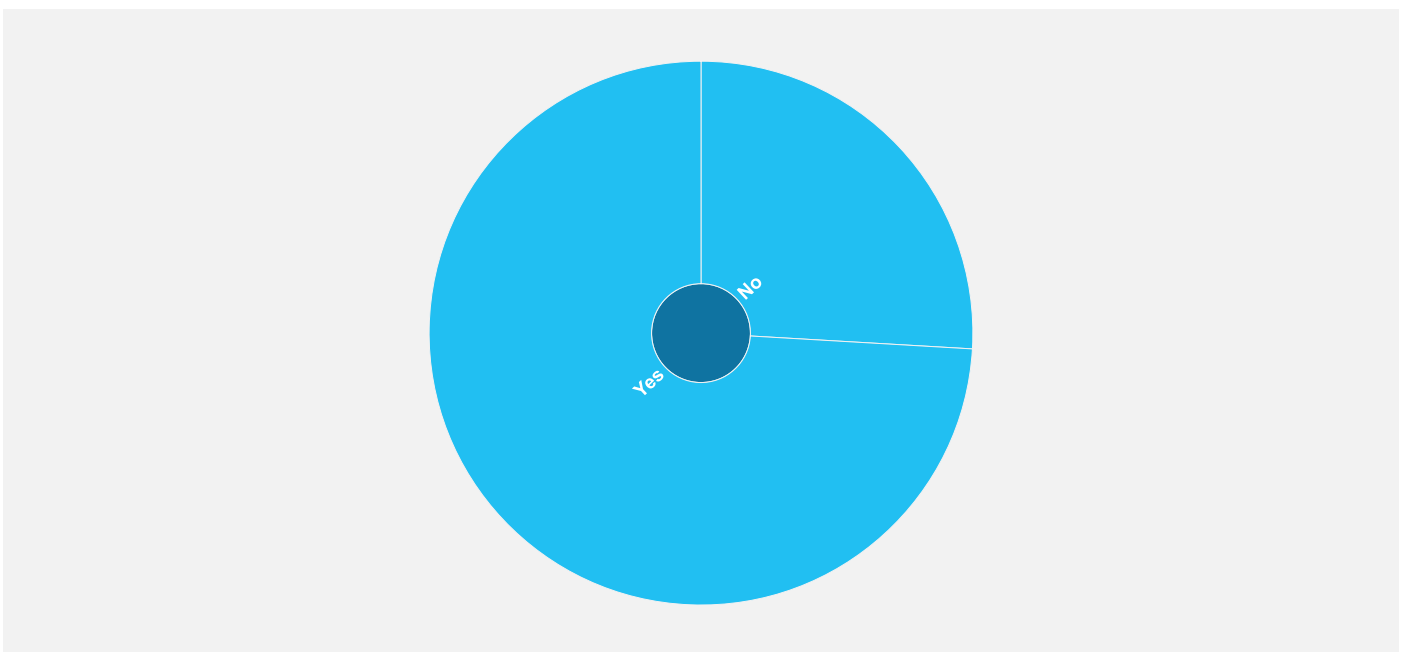


Figure 78 Will They Continue in the Future?

22 KII held with Shawish of Syrian Camp on topic of CAAV

A photograph of a woman wearing a light-colored headscarf and a patterned sweater, holding a young child. The image is overlaid with a large, semi-transparent blue rectangle. The word "CONCLUSION" is written in white, bold, uppercase letters across the center of the blue rectangle.

CONCLUSION

The different participants offered a lot of different varied opinions over the course of this research into what they thought contributed to the prevalence of the practice of Child Labour, Child Marriage, Intimate Partner Violence, Violence Against Children and Children Affiliated with Armed Violence. However, certain commonalities can be noticed across the five different behaviours.

SUMMARY OF MAIN FINDINGS

Child Labour

Participants would often mention they don't consider this behaviour as ideal but are often pushed to practicing it to provide for their families.

For Intimate Partner Violence and Child marriage, it is clear how imbalanced gender roles and ideologies affect the perpetuation of these behaviours. Men's and women's roles and expectations of each other places a lot of stress on them. Men are expected to work, yet they are not able to find work due to structural barriers. This is evident by the amount of associated risks participants mentioned when discussing this issue. Out of the four behaviours, Child Labour drivers were the least diverse ones. All drivers were either structural barriers or based on structural barriers (in the form of potential gains that would alleviate burdens experienced in the household).

This helped some participants accept the behaviour as normal and a reasonable response to their circumstances. It seems that the more emphasised structural barriers were, the easier it was for participants to accept them. This is can be noticed in the case of Palestinians (even the child workers) who have come to accept it as a norm and associated it with traditional expectations of the male. This seems to correlate with their inability to gain equal working rights in Lebanon. If going to school won't get them a good job, they think they might as well start working at an early age.

Child Marriage

Sociological factors, though often not prioritised explicitly by participants, were often discussed in Child Marriage FGDs. Most notable were gender norms and social expectations. At times, boys thought of Child Marriage as a sign of maturity, a view that was sometimes shared by members of their community. If they are able to start their own family, they were expected to do it. For girls, Child Marriage was often seen as a potential way out of their parent's homes and into a life in which they expected to have more agency. Within this context, males are perceived to be providers, while females are burdens.

Violence Against Children

Though parents would often mention the occurrence of Violence Against Children as an impulsive behaviour resulting from lack of self-efficacy, they (particularly men) would refer to its potential gains which frames its practice as a conscious and deliberately exercised behaviour. Violence Against Children is still believed by some to hold disciplinary value indicating shallow understanding of children's developmental and cognitive needs and capacities.

Intimate Partner Violence

Intimate Partner Violence was perhaps the most sociologically influenced behaviour in this research. Ideologies including the expectation of women to empathise with men, the entitlement of men to violence and sex, and even communities' expectations of the behaviour's practice by men all contribute to its occurrence significantly. These norms and social influences are embraced and felt by both men and women across most communities.

Children Affiliated with Armed Violence

While generally rejected in Lebanon by individuals belonging to various nationalities, genders, and age groups, the involvement of children in armed violence happens due to a complex combination of structural drivers that present it as an alternative to make a living through organised crime, social drivers that promote the acceptance and prevalence of weapons in society, and psychological drivers that place a lot of emphasis on the expected benefit of carrying and using arms. Mistrust in the political system and official security apparatus to preserve the safety and security of individuals also contributes to a sense of danger which the respondents felt justify them using and carrying weapons and passing that behaviour on to their children.

RECOMMENDATIONS AND CONSIDERATIONS FOR FUTURE INTERVENTIONS

Behavioural drivers of Violence Against Children, child labour, Child Marriage, Intimate Partner Violence and Children affiliated with Armed Violence are complex and multi-faceted – the role of known structural drivers such as financial hardship and lack of access to services, and sociological drivers, such as gender norms, were confirmed by this research, but other behavioural drivers, often suspected but rarely researched, emerged from this innovative study. The below considerations and recommendations are rooted in evidence and should inform future C4D, Child Protection programming and the Palestinian Programme. While work on reducing structural barriers should continue, it is important to complement it with social and behavioural change interventions which will promote and encourage the adoption of nurturing and caring behaviours. Table 8 below maps out recommended interventions to address specific behavioural drivers.

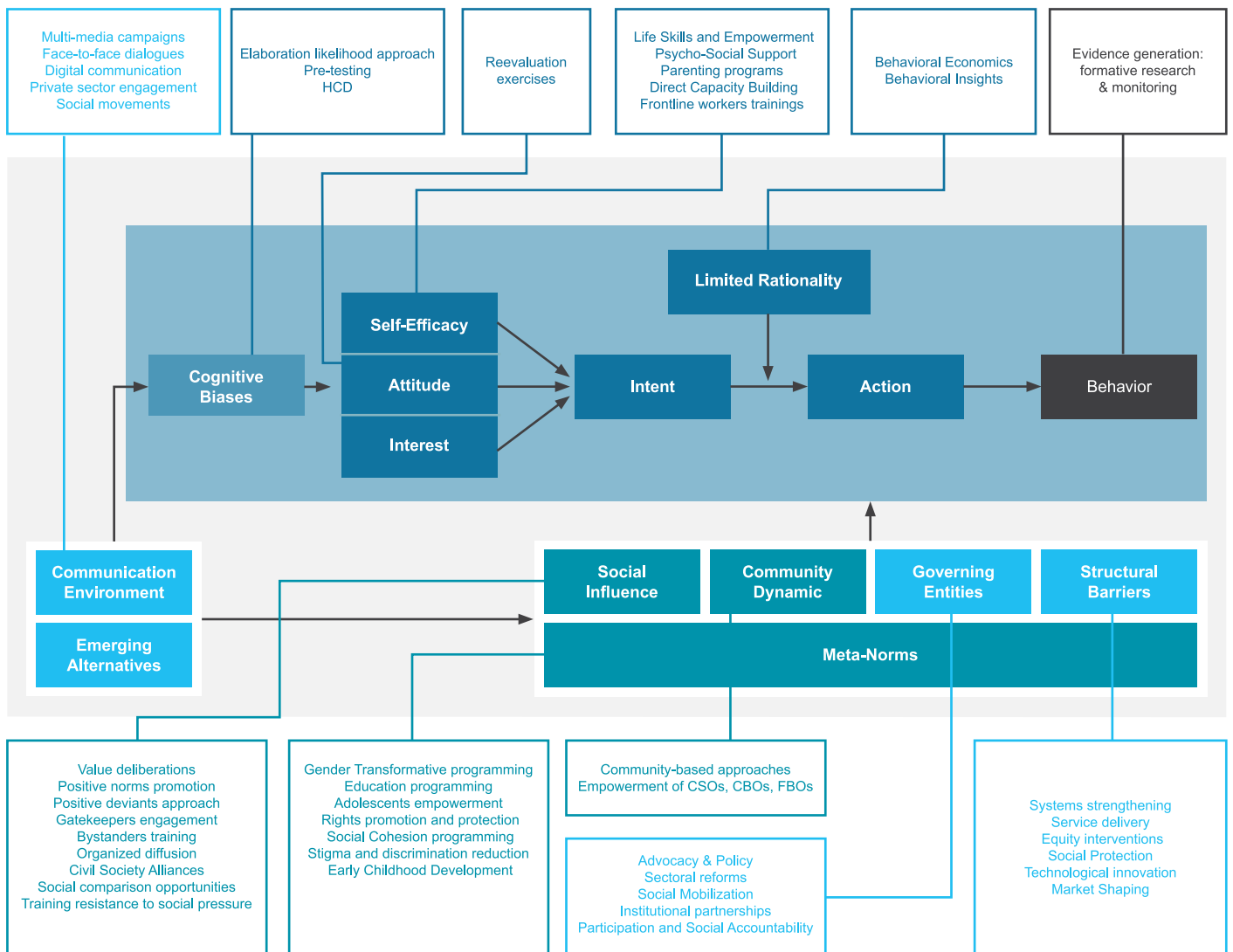


Figure 79: Recommended approaches by driver

Utilizing the Behavioural Drivers Model and the recommended approaches laid out above, the following programmatic recommendations have been devised to address the common behavioural drivers identified in this research

Top-Level Drivers	Common Drivers and Dimensions	Approaches	Programmatic Recommendations
Environmental	Structural Barriers: quality of shelter, privacy issues, inaccessibility of health and social services,	Advocacy and Policy	Government- level advocacy is needed. Primarily, such advocacy needs to focus on improving the overall living conditions of individuals and households, especially in the case of Syrians and Palestinians where quality of shelter and accessibility to services seem to be more pronounced and needed.
	Structural Barriers: unavailability of employment opportunities	Advocacy and Policy	Another cross-cohort issue that needs to be addressed on an advocacy level is lack of employment opportunities which forms a major obstacle to adopting more positive behaviours and improved self-efficacy.
	Structural Barriers: Flaws in the Educational System	Advocacy and Policy	Advocacy is also needed to push for governmental policies regarding schools, which in many cases are believed to perpetuate the normalisation of Violence Against Children. This would also entail rebranding schools as safe spaces as and teachers as role models who are against the occurrence of Violence Against Children and other related behaviours.

Top-Level Drivers	Common Drivers and Dimensions	Approaches	Programmatic Recommendations
Sociological	Meta Norms: Perception of Children	Education Programming, Rights Promotion and Protection	<p>Activities aiming to improve the understanding of both children and their parents of the various developmental needs children, adolescents, and young adults have at various stages of their life need to be emphasised.</p> <p>Such activities could take form in videos of children and adolescents sharing their stories and needs with adults. These could also take aim at redefining the role of the parents and their responsibilities as the prime care-takers and responsibility holders of children until they reach the age of 18.</p>
	Meta Norms: Gender Ideologies	Gender Transformative Programming,	<p>The perceived and internalised roles of males and females within Lebanese society and particularly with regards to children need to be reframed. Throughout the five researched behaviours, notions of the entitlement of males to violence, and justifying any violence they may take part in with the idea that it was because they were stressed or lacked self-control due to their role as the provider to the family were very wide-spread. Similarly, females were widely understood to be ones in charge of domestic responsibilities including childrearing and care.</p> <p>To address this, Interventions aiming at educating communities on the roles of fathers and males in parenting and within the couple are needed.</p>
	Social Influence: privacy of issues, positive deviants, collective self-efficacy.	Value deliberations, positive deviants approach, positive norms promotion and gatekeepers engagement.	<p>Programmatic interventions need to inform, and emphasise the prevalence of Child Labour, Child Marriage, Violence Against Children, Intimate Partner Violence, and Children Affiliation Armed Violence to be present across Lebanon in general. This is to say that there exists a need to treat these behaviours as a reality that affects all communities, demographics, genders, nationalities and age-groups that live in Lebanon.</p> <p>A community-level initiative in which different communities vow to stand together as a community against the occurrence of any of these behaviours and addressing any occurrence of them as it comes up. Such an initiative will need to draw on and initially have the buy-in of community leaders.</p>

Top-Level Drivers	Common Drivers and Dimensions	Approaches	Programmatic Recommendations
Psychological	Self-Efficacy	Psychosocial Support	<p>As mentioned above, throughout the five behaviours, there was a common theme (specifically among males) pertaining to the idea that perpetrating of the behaviours related to were stresses or a lack of self-control due to pressures experienced in other domains in life and social expectations.</p> <p>This can be addressed by targeting male-only barbershops and labelling them a safe space for men in the local community to discuss frustrations they face and vent.</p>
	Interest: Potential Benefit of violence as a disciplinary tool.	Life Skills and Empowerment, Parenting Programs.	The above outlined interventions need to incorporate messaging on the ineffectiveness of violence against spouses or children as a disciplinary tool. Rather, the perceived risks element (physical and psychological harm, breakdown of the family unit, and social exclusion) need to be highlighted as ramifications that will inevitably take place if the adoption of violent behaviours persists within the household.
	Interest: The Appeal of guns and violence in general.	Gender Transformative Research	<p>This can be addressed through programmatic interventions that target the association between the possession and use of guns with a positive masculine attribute would contribute to tackling such issue. The message could be included in existing masculinity programmes.</p> <p>Recordings of women rejecting the appeal of guns, while noting positive attributes they would find appealing could also support this message.</p>

A young girl in a polka-dot shirt is climbing a rope, smiling. She is surrounded by a crowd of people, some of whom are also smiling. The background is slightly blurred, suggesting an outdoor event. The entire image is overlaid with a semi-transparent blue filter.

ANNEXES

ANNEX 1: CODEBOOK

Nodes

Nodes
CAAV Difference between Age Groups
no difference
reasons
Different reasons
under 18 is less intimidating
under 18 is more impressionable
Reasons are the same
Results
Definitions
AV
armed clashes
Attacking someone with a weapon
Carrying Knives
Carrying Weapons-Intimidation
Conflated with non-armed violence
explosives
hunting
mines
Child Age (cutoff)
13-17
18
8-12
older than 18
IPV Definitions
left out economic deprivation
left out emotional violence
left out psychological violence
left out sexual violence
left out verbal violence
VAC Definitions
Left out Economic Deprivation

Nodes
Left out emotional violence
Left out Psychological violence
Left out sexual violence
Left out verbal violence
Difference between genders
absent
Present
boys have higher propensity of joining
girls have higher propensity of joining
Girls have it easier
girls incapable of shooting
more detrimental to boys
More detrimental to girls
prostitution for females
Differences between age groups
Absent
No difference
Present
less likely to join at an earlier age because of parenting and protection of community
less likely to join at an earlier age because not as useful
less likely to join at an older age because more rational, harder to manipulate
More likely to join at an earlier age because more naive
more likely to join at an older age because of more responsibilities, pressures, benefits
Environmental Drivers
Communication Environment
Brands messaging
Entertainment Industry
Influential negatively
Influential positively
Non-influential
Exposure
Exposed to factual information on behaviour
Unexposed to factual information on behaviour
Factual-Scientific Information

Nodes
Able to make evidence based decisions
Accurate information on the topic available
Unable to make evidence based decisions
Marketing
Media Agenda and Narrative
Media is effective
Media is ineffective
Media's role as negative
Media's role as positive
Public discourse and figures
Negatively influential
Positively influential
Uninfluential
Social Media
Credible source of information - negative
Credible source of information - positive
Non-credible source of information
Word of Mouth
Credible source of information
Non-credible source of information
Emerging Alternatives
Innovations-Opportunities
Opinion Trends
Change of opinion across generation
Change of opinion as a result of being in a new community
Positive deviants
positive deviants
Publicised change and stories
Publicised change and stories
Social Movements
Absent
Needed
Present
Governing Entities

Nodes
Education System
Influential Negative
Influential Positive
Uninfluential
Enforcement and security apparatus
Influential Negative
Influential Positive
Uninfluential
Fiscal measures
Grievances against authorities
Government doesn't properly control proliferation of guns
Government doesn't properly punish those involved in AV
Government failure to provide alternatives (jobs, formal schooling, recreational areas)
Government license gun ownership excessively
Government services fail to rehabilitate individuals who were once involved in CAAV
Government unable to provide security to citizens
Political parties responsible for arming citizens
Political parties responsible for encouraging AV
Security forces biased
Policies and Regulations
Helpful
Insufficient
Sufficient
Unhelpful
Recognition of Issue
CAAV not recognized as an issue
CAAV recognised as an issue
CL not recognised as an issue
CL recognised as an issue
CM not recognised as an issue
CM recognised as an issue
IPV not recognized as an issue
IPV recognised as an issue

Nodes
VAC recognised as an issue
Religious Institutions
Influential Negative
Influential Positive
Uninfluential
Voice and participation
Structural Barriers
Availability, access and quality of services-technology
Health services accessible
Health services inaccessible
Social services accessible
Social services inaccessible
Cues to Action
Syrians opting to marry their children at a young age as a consequence of displacement
Syrians opting to send their children to work at a younger age as a consequence of displacement
Infrastructure
Lack of public recreational spaces for children
Poor electrical grid coverage
Poor infrastructure causing emotional distress and leading to negative behaviour
Poor Phone coverage
Poor WASH infrastructure
Proper infrastructure would lessen prevalence of issue
Roads are unsafe
Living Conditions
High cost of rent
Lack of privacy from other families
Lack of privacy within the family
Poverty leading to limited access to quality goods
Preferential hiring
Sectarian divides affecting quality of life
Tribalism affecting quality of life
Unavailability of adequate shelter
Unavailability of employment opportunities
Unavailability of formal schooling

Nodes
Unsafe community-Crime
Violence in the community
Other External Factors
Traditional Services
Access to counselling-advice by religious figures
Access to mediation by an elder of the community
Trust in Service Providers
Absent
Present
Personal Characteristics
Age Difference
Age group
14-17
20-35
35-50
50+
Alcohol-drug use
As a cause for CAAV
As a coping mechanism
As cause of CAAV
As problematic-destructive of future
Definitions
Child age (cut off)
13-17
At 18
At 8-12
Older than 18
personality as fixed and integral
Psychological Drivers
Attitude
Aspirations
My child has a good future
My children make a good living
People don't talk about my daughter-wife

Nodes
Safety for my family
to be independent
To be obeyed
To be respected
to be stable
Awareness and knowledge
Awareness of various needs of children
High knowledge of ECD needs
High knowledge of risks of CAAV
High knowledge of risks of CL
High knowledge of risks of CM
High knowledge of risks of IPV
High knowledge of risks of VAC
Low knowledge of ECD needs
Low Knowledge of risks of CAAV
Low knowledge of risks of CL
Low knowledge of risks of CM
Low knowledge of risks of IPV
Low knowledge of risks of VAC
Beliefs
Arms are justified for recreational-hunting purposes
AV is justified in self-defense
CL is sometimes justified
CM is sometimes justified
IPV is sometimes justified
Men are entitled to sexual relationships
Poverty is the main cause of CAAV
Poverty is the main cause of CL
Poverty is the main cause of CM
Poverty is the main cause of IPV
Poverty is the main cause of VAC
Religion allows for IPV
Religion allows for VAC
Righteous use of arms is acceptable

Nodes
VAC is sometimes justified
Violence is necessary for learning
Emotions
Anger
Fear
Frustration
Insecurity
Regret
Sadness
Shame
Intuitions
Intuitions
Mindset
A flexible mindset
An open mindset
Protective mindset
Past Experience
Children repeat what they see their parents doing
False promises by organisations
Maltreatment by organisations
Pleasant past experience with CL
Pleasant past experience with CM
Pleasant past experience with IPV
Pleasant past experience with VAC
Unpleasant experience with CAAV
Unpleasant past experience with CL
Unpleasant past experience with CM
Unpleasant past experience with IPV
Unpleasant past experience with VAC
Values
Common good
Fidelity
Honesty
Importance of community

Nodes
Loyalty to family
Men as Protectors
Obedience of elders
Obedience of men
Protection of children
Protection of women
Sobriety
Cognitive Biases
Anchoring
Anchoring
Availability heuristic
No one talks about CL that's why it is not important
No one talks about CL that's why it's not important
No one talks about CM that's why it is not important
No one talks about CM that's why it's not important
No one talks about IPV that's why it is not important
No one talks about IPV that's why it's not important
No one talks about VAC that's why it is not important
No one talks about VAC that's why it's not important
Cognitive Dissonance
A child should only focus on their studying but CL is acceptable
AV is negative and harmful to reputation but positive to reputation
CM deprives my son-daughter of their childhood but i still do it
One should never hit their partner but i understand people doing it
VAC can have long lasting consequences on child development, but I still do it
Confirmation and belief bias
Confirmation and beleif bias
Information avoidance
A daughter is capable of fulfilling the same tasks as a son
A woman is capable of being the breadwinner in the family
Women empowerment campaigns would harm men
Memory biases
Memory biases
Messenger effect

Nodes

It's true because a member of my family told me it is
It's true because a politician said it
It's true because a priest told me it is
It's true because a sheikh told me it is
It's true because I heard it on media
It's true because I saw it on social media
Optimism bias
Optimism bias
Recency bias
Recency bias
Representativeness heuristic
Representativeness heuristic
Simplicity bias
Simplicity bias
Intent and action
Advocating
Celebration
Contemplation
Experience
Praising
Public commitment
Relapse
Ritualisation
Ritualization
Interest
Affordability
Costly Treatment
Costs associated with starting a new household (marriage)
High cost of education for children
High costs of supporting a child
High costs of supporting multiple children
Unexpected financial burden of having to support an extended family
Appeal
Arms as recreational hobby- hobby

Nodes

AV appealing to men as a sign of masculinity
AV makes men appealing to women
Men fear their wives would cheat on them
Men fearing women becoming independent
Parents fear their children will have sexual intercourse outside marriage
Women attracted to themes of independence in TV shows
women attracted to violent men
Attention
CAAV does not receive attention in the community
CAAV receives attention in the community
CL does not receive a lot of attention in the community
CL does not receive attention in the community
CL receives a lot of attention in the community
CL receives attention in the community
CM does not receive a lot of attention in the community
CM does not receive attention in the community
CM receives a lot of attention in the community
CM receives attention in the community
IPV does not receive a lot of attention in the community
IPV does not receive attention in the community
IPV receives a lot of attention in the community
IPV receives attention in the community
VAC does not receive a lot of attention in the community
VAC does not receive attention in the community
VAC receives a lot of attention in the community
VAC receives attention in the community
Desire
Desire's role in CL- independence
Desire's role in CM- Independence
Desire's role in CM- Sex
Desire's role in IPV- Dominance
Desire's role in VAC- Dominance
Efforts needed
Enjoyment

Nodes
Enjoyment derived from AV
Enjoyment derived from CL
Enjoyment derived from CM
Enjoyment derived from IPV
Enjoyment derived from VAC
Feasibility
Changing CAAV practice is feasible
Changing CAAV practice is not feasible
Changing CL practices is feasible
Changing CL practices is not feasible
Changing CM practices is feasible
Changing CM practices is not feasible
Changing IPV practices is feasible
Changing IPV practices is not feasible
Changing VAC practices is feasible
Changing VAC practices is not feasible
Perceived risks
Being socially judged
Being socially shunned
Breakdown of family
Breakdown of society
Death
Developing a weaker personality
Developing anger problems
Divorce
Increased burden of care
Increased financial burden
Legal Prosecution
loss of future
Physical harm
Psychological harm
Suicide
Potential gains
Career advancement through CL

Nodes
Discipline as a potential gain for IPV
Discipline as a potential gain for VAC
Discipline as potential gain for CL
Distraction from negative habits
Empowerment as a potential gain for CAAV
Escaping Civil Unrest
Financial support as a potential gain for CAAv
Financial support as a potential gain for CL
Financial support as a potential gain for CM
Garnering respect as a potential gain for IPV
Respect as a potential gain for CAAV
Responsibility as a potential gain for CM
Security-self defense as a potential gain for CAAV
Social acceptance as a potential gain for CM
Stability
Limited Rationality
Decision context frame
Habits and status quo
Hassle factors
Heuristics
Inconsistent commitment
Present bias
Present bias causing CAAV
Present bias causing child labour
Present bias causing CM
Present bias causing IPV
Present bias causing VAC
Procrastination
Willpower- Self control
Lack of self control as a cause for CM
Lack of self control as a cause for IPV
Lack of self control as a cause of VAC
Lack of self-control as a cause of CAAV
Self efficacy

Nodes
Confidence
Confidence in ability to change acceptance of CL
Confidence in ability to change acceptance of CM
Confidence in ability to change acceptance of IPV
Confidence in ability to change acceptance of VAC
Confidence in ability to eliminate practice of CAAV
Confidence in ability to solve disputes verbally
Lack of Confidence in ability to eliminate practice of CAAV
Lack of confidence in ability to eliminate practice of CL
Lack of confidence in ability to eliminate practice of CM
Lack of confidence in ability to eliminate practice of IPV
Lack of confidence in ability to eliminate practice of VAC
Lack of confidence in ability to solve dispute verbally
Lack of confidence in ability to solve disputes verbally
Decision autonomy
Children have decision autonomy
Men have decision autonomy
Women have decision autonomy
Decreased personal agency
CL a child as dependent financially
On financial security of house as unemployed male
On household financial decisions as a woman
On manner of child discipline as a woman
Emotional intelligence
Lack of emotional intelligence causing CAAV
Lack of emotional intelligence causing CM
Lack of emotional intelligence causing IPV
Lack of emotional intelligence causing VAC
Emotional wellbeing
A positive emotional wellbeing would solve the issue
Anxiety
Stress
Trauma

Nodes
Fatigue
Fatigue causing AV
Fatigue causing IPV
Fatigue causing VAC
Increased personal agency
As a child becoming a man as a result of marriage
As a woman who can contribute to family's income as a result of work
CL as a child who can contribute to family's income as a result of work
CL increased agency on freedom of movement
CL increased agency on freedom of spending
CM as a woman who leaves her parents' home to start her own household
CM Increased agency on freedom of movement
Increased Agency of boys through CAAV
Increased agency of girls through CAAV
Lack of self-efficacy leading to AV
VAC on child discipline
Physical capacity
Physical capacity
Self image
Self image as burden
Self image as dependent
Self image as dominant
Self image as entitled
Self image as strong
self image as weak
Self-image as protectors
Skills
Foresight
Peaceful conflict resolution
Positive discipline
The ability to think past anger
Social mobility
Lebanese don't have the same opportunities as Syrians

Nodes
Palestinians don't have the same possibilities as Lebanese
People living in rural areas don't have the same access to possibilities as those living in urban areas
Syrians don't have the same possibilities as Palestinians or Lebanese
Women are not economically independent
Women can't live independently without a man
Support
Fathers offering support
In-laws offering support
Lack of support a cause
Lack of support as a cause
Lack of support due to displacement
Mothers offering support
Neighbours offering support
Parents need support with childrearing
Reliance on support from community
Sociological Drivers
Community Dynamic
Collective self efficacy
My community is actively against CAAV
My community is actively against CL
My community is actively against CM
My community is actively against IPV
My community is actively against VAC
My community is actively for CAAV
Equity of Participation
Children's voice is heard
Children's voice is not heard
Palestinians' voice is not heard
Syrians' voice is not heard
Women's voice is heard
Women's voice is not heard
Quality of Leadership
Mention of effective leadership for negative change
Mention of effective leadership for positive change

Nodes
Sense of ownership
My community beleives CAAV is a problem
My community believe CL is a problem
My community believe CL is not a problem
My community believe CM is a problem
My community believe CM is not a problem
My community believe IPV is a problem
My community believe IPV is not a problem
My community believe VAC is a problem
My community believe VAC is not a problem
My community believes CAAV is not a problem
Social Cohesion
Strong social cohesion
Weak social cohesion
Trigger stimulus
Trigger stimulus
Counter-arguments against normative behaviour
Meta Norms
Conflict Resolution
Relying on mediation of family to solve problems
Relying on mediation of friends-neighbours to solve problems
Relying on talking to solve problems
Relying on violence to solve problems
Woman leaving house as solution
Decision Making Patterns
Decision Making is collective
Final decider is child
Final Decider is female
Final Decider is male HH
least influence is child
least influence is man
least influence is woman
Family Roles and Relationships
Children go to school

Nodes

Children who are not good at school go to work instead
Children with no school or work can be expected to join armed
Fighting over the Children- Parental roles
Men go to jobs
Women do chores
Women take care of the children
Gender Ideologies
AV is manly
AV is not manly
Different upbringing-discipline for boys and girls
Expectations of men to be dominant
Expectations of men to be violent
Expectations of women to be empathetic
Expectations of women to be subservient
IPV is manly
IPV is not manly
Man can hit women but not vice-versa
Men and women are equal
Men and women are not equal
Men are entitled to sex
Men are entitled to violence
Men are meant to spend the day working
Men make the final decision in the household
Support as a function of the wife
Women and girls need to be protected
Women are emotional
Women are less violent by nature
Women are meant to obey men
Women are meant to prepare food in the food in the house during the day
Women expected to dress up for their husband
Legal Compliance
I believe anyone respects the law on child labour
I believe anyone respects the law on child marriage

Nodes

I believe anyone respects the law on IPV
I believe anyone respects the law on VAC
I don't believe anyone respects the law on gun ownership
I don't believe anyone respects the law on CAAV
I don't believe anyone respects the law on child labour
I don't believe anyone respects the law on child marriage
I don't believe anyone respects the law on IPV
I don't believe anyone respects the law on VAC
Moral Norms
A child in AV can bring shame to their family
A child should obey their parents
A man is entitled to have more than one wife
A woman is entitled to have her household needs catered to by a man
A woman should obey her husband
A woman's domain is the house
An outgoing woman can bring shame to the family
An outgoing youth can bring shame to the family
AV is permissible by religion
Boys and girls should have separate rooms
CAAV is permissible by religion
CL is permissible by religion
CM is permissible by religion
Intermingling between men and women is only meant to happen if sanctioned by familial union
IPV is permissible by religion
It's not ok to interfere in other people's affairs
The reputation of the family comes first
VAC is permissible by religion
Perception of the Child
As a burden
As vulnerable
Children as impressionable and Naive
Children as providers
children as victims of neglect

Nodes
Children to be supported
Power relationships
A child has the least amount of power and influence in the household
A woman needs a male guardian
Lebanese have more power than Syrians and Palestinians
Lebanese thinking that Syrians have more power than they do
Men are responsible for upholding the honour of the household
Older female figures have the most power in extended family
Older male figures have the most power in extended family
Palestinians have more power than Syrians
Socialisation process
Socialisation of children to be accepting of violence in the household
Socialisation of girls into domestic roles
Socialisation of girls to be obedient and subversive
Socialization of boys to be protectors
Socialization of boys to be the breadwinner
Socialization of boys to be violent
Socialization of children to be accepting of arms and AV
Social Influence
Descriptive norms
I believe everyone hits their children but no one wants to
I believe everyone hits their children from time to time
I believe most men have violent behaviours towards their spouse-partner
I believe most people in my community think it's ok to marry girls early
Injunctive norms
Expected to defend family
Expected to defend territory
Expected to get married as a sign of maturity
Expected to hit child for discipline
Expected to hit spouse to maintain order in house
Expected to reject IPV because it's unchivalrous
Expected to stay unmarried until mature
Powerholders

Nodes
Powerholders
Reference network's attitudes and practices
Community accepting practice of CAAV
Community accepting practice of CL
Community accepting practice of CM
Community accepting practice of IPV
Community accepting practice of VAC
Community rejecting practice of CAAV
Community rejecting practice of CL
Community rejecting practice of CM
Community rejecting practice of IPV
Community rejecting practice of VAC
Elders acceptance of practice
Elders rejection of practice
Families Expressing acceptance of CAAV
Families expressing acceptance of CL
Families expressing acceptance of IPV
Families expressing acceptance of practice of child marriage
Families expressing acceptance of VAC
Families rejecting practice of CL
Families rejecting practice of CM
Families rejecting practice of IPV
Families rejecting practice of VAC
Families rejecting practices of CAAV
Family's deterrence
Family's encouragement
Friends deterrence
Friends encouragement
Politicians accepting practice of CAAV
Politicians accepting practice of CL
Politicians accepting practice of CM
Politicians accepting practice of IPV
Politicians accepting practice of VAC

Nodes
Politicians rejecting practice of CL
Politicians rejecting practice of CM
Politicians rejecting practice of IPV
Politicians rejecting practice of VAC
Religious figures acceptance of practice
religious figures rejection of practice
Seeking advice from brothers
Seeking advice from elders
Seeking advice from family
Seeking advice from fathers
Seeking advice from friends
Seeking advice from mothers
Seeking advice from sisters
Seeking help from brothers
Seeking help from elders
Seeking help from family
Seeking help from fathers
Seeking help from friends
Seeking help from mothers
Seeking help from sisters
Sensitivity to social influence
Peer pressure into practicing behaviour
Peer pressure into rejecting behaviour
Social identity
CAAV as a result of establishing independent strong identity
I am violent with my child because it makes me look strong
I am violent with my wife because it makes me look strong
I work because I want to be a grown up
People here have a lot of children
Social norms
As excuse for child marriage
As excuse for CL
As excuse for IPV

Nodes

As excuse for VAC
Social Pressure
I will be blamed if I don't do chores every day in the house and be called a bad wife
It's ok not to do chores in the house if the wife is sick
It's understandable if you can't find work as a man as long as you are trying
My children will be suspected of immoral behaviour if they don't marry at a certain age
On Children not to be too active
On men to financially support household
People will judge me if i don't hit my wife if she challenges me
People will talk about me and my family if I don't get my daughter married at a certain age
People will talk about my daughter and my wife if they are seen in public too often
People will think I'm a bad mother if I leave an abusive husband
People will think i'm a bad parent if i don't violently discipline my child if they misbehave in public
People will think I'm weak if I speak up against AV
To be productive
To support family
Stigma and discrimination
Stigma against children
Stigma against Lebanese
Stigma against men
Stigma against Palestinian
Stigma against Syrians
Stigma against women
Strength of the norms
Norm as part of community's identity
Norm as widespread
Trajectory
Future
Benefits of stopping
family
freedom
respect
safety

Nodes
secure future
Reasons for stopping
Family
Health
peer pressure
Possibility of acceptance
Religion
Risks of stopping
Death
Fianancial loss
imprisonment
physical harm
Social exclusion
Threats to family
What will happen
Activies put family at risk
Activities put family at risk
Death
Imprisonment
Loss of future prospects
Perpetual enrolment in AV
Psychological illness
Social Exclusion
Will they continue
No
Yes
Past
Age of involvement
10-13
14-16
16+
before 10
How they got involved

Nodes
Boredom
Family
Financial Incentive
Forced recruitment
Friends
media
Peer Pressure
Video games
Influence-against
Armed groups
Elders
Family
Friends
Neighbors-community
Religious figures
Tribe
Influence-for
Armed groups
elders
Family
Friends
Neighbors-community
religious figures
tribe
Present
Day or night
both
Day
Night
Frequency
Daily
Infrequently
Weekly

Nodes
Message
Message
Reference Network
Elders
Family
Friends
Gangs
Neighbors
Political parties
Role
Role as active participant
Role as errand person
Role as fall-person
Role as recruiter
Role as sexual favorts
Weekly
No
Yes

ANNEX 2 - DRIVERS TOOLS

Assessment on Drivers and Behaviours around Child Marriage, Child Labour and Violence Against Women and Children in the Household

Key Informant Interview Guide for Facilitators

The following document will be used as a guiding tool for facilitators during Key Informant Interviews (KIIs). The facilitator should assure participants that all information shared within the interview will remain confidential. The facilitator will take all potential ethical concerns into consideration before the interview, considering the safety of respondents, ensuring that participants agree that no information shared in the interview will be divulged, and obtaining informed consent from the Key Informants (KIs) - the informed consent prepared for interviews with KIs will be used (Please refer to project protocol for the document). The discussion will last between 45 minutes and one hour.

Information about the KII:

Date	
Location	
Role of KI	
Interview Duration	
Presence of Recording	
Name of Facilitator	
KII Code	

Interview Guide:

As I mentioned while obtaining your consent, we will be talking about four topics: child marriage, child labour, domestic violence, and violence against children.

Before asking about these behaviors, I wanted to ask, how do you define a “child”?

- What are the factors that determine if a person is still a child or not?
- When should we consider that this person is no longer a child?
- How are the rights of a child different than the rights of an adult?

CHILD MARRIAGE:

Your perceptions so far have been very helpful. Now, I will ask questions about child marriage.

1. How would you define child marriage?
 - a. Probe for gender and age.
2. In your opinion, what are the reasons behind a child getting married?
3. What are the consequences of a child getting married?
 - a. What are the consequences on the child?
 - b. What are the consequences on the household?
 - c. What are the consequences on the community?

4. In your opinion, what are the situations where child marriage can be justified?
 - a. If yes, what is it and why?
 - b. If no, why?
5. How does the role of the man and woman/husband and wife, girls and boys, affect whether child is married off or not?
 - a. Is it different between mothers and fathers? If it is different, why? If it is not different, why?
 - b. Is it different between marrying off a boy or a girl? If it is different, why? If it is not difference, why?
 - c. Do you think there are certain individuals who would completely refuse to marry off their child?
 - i. If yes, who are those individuals? Why would they completely refuse?
 - ii. If no, why?
6. In your opinion, what does the community where you reside think about child marriage?
 - a. How would community members react towards caregivers who married off their child?
 - b. How would community members react towards a child who got married?
7. In your opinion, what should be done to stop child marriage?
 - a. What is needed to support caregivers who would marry off their child?
 - b. What is needed to support a child who is getting married?
8. What are NGOs, government, and UN agencies doing to support someone experiencing child marriage and reduce child marriage?
 - a. Probe for services, existing laws, lack of laws, policies, etc.
9. Are the laws and services provided adequate?
 - a. If yes, why and are all individuals benefiting from those laws and services?
 - b. If no, why?

CHILD LABOUR:

1. How would you define child labour?
2. In general, what do you think about child labour?
3. In your opinion, what are the reasons behind caregivers sending their children to work?
4. What are the consequences of child labour?
 - a. What are the consequences on the child who is engaged in labour?
 - b. What are the consequences on the caregivers?
 - c. What are the consequences on the community?
5. What are the gains behind child labour?
6. In your opinion, what should be done to stop child labour?
 - a. What is needed to support caregivers who engage their child in labour?
 - b. What is needed to support the children who are already engaged in child labour?
7. If caregivers are looking for help on child labour, who can they resort to? Why?
8. If a child is looking for help due to engagement in labour, who can s/he resort to? Why?

9. What are NGOs, government, and UN agencies doing towards child labour?
 - a. Probe for services, existing laws, lack of laws, policies, etc.
10. Are the laws and services provided adequate?
 - a. If yes, why and are all individuals benefiting from those laws and services?
 - b. If no, why?
11. In your opinion, what are situations where child labour is justified?
 - a. If yes, what is it and why? If no, why?
12. How does the role of the child, mothers, and fathers affect whether caregivers would send their child to work?
 - a. Is it the same between mothers and fathers when it comes to sending their child to work? If it is not the same, how is different and why? If it is the same, why?
 - b. Is it the same if the child was a girl or a boy? If it is not the same, why? If it is the same, why?
 - c. Do you think there are certain caregivers who would completely refuse to send their child to work?
 - i. If yes, who are those individuals? Why would they completely refuse?
 - ii. If no, why?

DOMESTIC VIOLENCE:

1. In your opinion, how would you define domestic violence?
 - a. Probe for all types of violence (emotional, sexual, economical, physical, access to services/money, etc.). *Note: the participant needs to provide a definition for domestic violence, regardless of the true definition. For example, if they noted emotional violence is not a form of violence, then we need to consider their definition and note that as a finding.*
2. In general, what are your thoughts towards domestic violence?
3. What are the reasons behind domestic violence?
4. What are the consequences of the domestic violence?
 - a. What are the consequences on the individual experiencing the violence?
 - b. What are the consequences on the individual exerting the violence?
 - c. What are the consequences on the household as a whole?
 - d. What are the consequences on the community?
5. In your opinion, what are the gains that can be a reason behind domestic violence happening between a couple?
6. How can a person experiencing violence from his/her partner stop this behavior against him/her?
 - a. How easy do you think this would be on the person experiencing the violence?
 - b. Why?
7. What is needed for this person to support him/her to stop the violence?
 - a. Probe for type of information, resources, family support, skills such as communication, etc.
 - b. Who might they resort to for help on domestic violence?

- c. Who might they resort to for advice on domestic violence?
8. How can a person exerting violence on his/her partner stop this behavior?
 - a. How easy do you think this would be on the person exerting the violence?
 - b. Why?
9. What is needed for this person to support him/her to stop the violence?
 - a. Probe for type of information, resources, family support, skills such as communication, etc.
 - b. Who might they resort to for help on domestic violence?
 - c. Who might they resort to for advice on domestic violence?
10. What are NGOs, government, and UN agencies doing to support someone experiencing domestic violence and reduce domestic violence?
 - a. Probe for services, existing laws, lack of laws, policies, etc.
11. Are the laws and services provided adequate?
 - a. If yes, why?
 - b. If yes, are all individuals benefiting from those laws and services?
 - c. If no, why?
12. In your opinion, how does the community where you reside think about domestic violence?
 - a. How would community members react towards a person experiencing domestic violence?
 - b. How would community members react towards the person who exerts violence on his/her partner?
13. In your opinion, what are the situations where domestic violence is justified?
 - a. If it is justified, are there any other approaches for this situation? If yes, what is it and why? If no, why?
 - b. If it is not justified, why not?
14. How does the role of the man and woman or husband and wife affect whether domestic violence takes place or not?
 - a. Is it different when the violence is exerted from a wife to a husband than from a husband to a wife? If yes, how is it different and why? If no, why is there no difference?
 - b. In your opinion, is that the case in general in all Lebanon? Why?
 - c. Do you think there are certain individuals who would completely refuse to use violence in a relationship?
 - i. If yes, who are those individuals? Why would they completely refuse?
 - ii. If no, why?

VIOLENCE AGAINST CHILDREN:

1. How would you define violence against children in the household?
 - a. Probe for all types of violence (emotional, sexual, economical, physical, access to services/money, etc.). *Note: the participant needs to provide a definition for violence against children, regardless of the true definition. For example, if they noted emotional violence is not a form of violence, then we need to consider their definition and note that as a finding.*
2. In your opinion, what are the reasons behind the existence of violence against children in the

house?

3. What are the consequences of violence against children in the house?
 - a. What are the consequences on the child?
 - b. What are the consequences on the caregivers?
4. What are the gains behind using violence against children in the house?
5. In your opinion, what should be done to stop violence against children in the house?
 - a. What is needed to support the children who are experiencing violence in the house?
 - b. What is needed to support caregivers to adopting positive disciplining methods?
6. If caregivers are looking for help on stopping violence against children in the house, who can they resort to? Why?
7. If a child is looking for help due to experiencing violence in the house, who can s/he resort to? Why?
8. What are NGOs, government, and UN agencies doing towards violence against children in the house?
 - a. Probe for services, existing laws, lack of laws, policies, etc.
9. Are the laws and services provided adequate?
 - a. If yes, why and are all individuals benefiting from those laws and services?
 - b. If no, why?
10. In your opinion, what are the situations where violence against children in the house is justified?
 - b. If it is justified, are there any other approaches for this situation? If yes, what is it and why? If no, why?
 - c. If it is not justified, why?
11. How does the role of the child, mother, and father affect whether violence against children in the house happens or not?
 - a. Does it differ between mothers and fathers? If it differs, how is it different and why? If it does not differ, why?
 - b. Who would usually take the decision on how to discipline a child in a household? Why?
 - c. Is it the same if the child was a girl or a boy? If it is not the same, why? If it is the same, why?
12. In your opinion, if your community witnessed or heard about an incident of violence against a child, how would they react?

Would you like to add anything else? *(Note down any comment or view added by the KI)*

Assessment on Drivers and Behaviors around Child Marriage, Child Labour and Violence Against Women and Children in the Household

Focus Group Discussion Guide for Facilitators- Child Labour

The following document will be used as a guiding tool for facilitators during Focus Group Discussions (FGDs). The facilitator should assure participants that all information shared within the discussion will remain confidential. The facilitator will take all potential ethical concerns into consideration before the discussion, considering the safety of respondents, ensuring that participants agree that no information shared in the discussion will be divulged, and obtaining informed consent from participants. The discussion will last between 1 hour and 30 minutes and 2 hours.

Information about the FGD: *(To be filled by note-taker)*

Date	
Location	
Number of Participants	
FGD Type	
Facilitation Duration	
Presence of Recording	
Name of Facilitator	
Name of Note-taker	

Introduction: Time needed → 15 minutes

The below section will explain how you should introduce yourself, how you will explain the purpose of this assessment, how you will obtain informed consent, and how you will set the necessary ground rules for the discussion.

a) *Introduction of the research team and explanation of purpose*

Hello everybody, my name is X (*name of facilitator*) and this is Y (*name of note-taker*). We work at Connecting Research to Development. We are here today to hear from you about child labour. We are conducting such discussions throughout Lebanon, and the results will be written in the form of a report and given to UNICEF. We think your views are very important and should inform UNICEF programs to improve the lives of children and their families.

b) *Informed consent procedure for adults who will participate in the FGDs*

Note to facilitator: provide each participant with the consent form found in the protocol for the project.

The document I have provided you has all the details I will explain to you right now. As I mentioned, we are carrying out multiple discussions such as this one to hear from community members such as yourself what you think about child labour. Of course, there is no right or wrong answer. Please feel comfortable enough to express yourselves freely during the discussion, as all that we talk about here today will stay within this group. When we write the report, we will not mention any names or personal information. Your participation is voluntary, and so you have the right to not answer questions and to leave at any time you wish. There are no direct benefits to your participation, however, your views and opinions are very important for UNICEF so they know how to improve the services being provided in the communities. If you do not mind, we would also like to record the discussion simply because we are around 10 people who will discuss together and Y (*name of note-taker*) will surely not be able to write all your thoughts, and your thoughts are very important to us. However, if anyone refuses to be recorded, we will respect your wishes. Also, if you all accept to be recorded and during the discussion change your minds, we will make sure to stop recording. And as you were informed,

the discussion will last around 2 hours. If you agree to participate, I will sign on two copies of the same document, one copy will stay with me and the other will be given to you.

c) Informed consent procedure for married children or children in labor

Note to facilitator: provide each participant with the consent form found in the protocol for the project. The recruited/focal point within the area has already obtained written consent from the legal guardian of the child.

The document I have provided you has all the details I will explain to you right now. As I mentioned, we are carrying out multiple discussions such as this one to hear from community members such as yourself what you think about child labour. Of course, there is no right or wrong answers. Please feel comfortable enough to express yourselves freely during the discussion, as all that we talk about here today will stay within this group. When we write the report, we will not mention any names or personal information. Your participation is voluntary, and so you have the right to not answer questions and to leave at any time you wish. There are no direct benefits to your participation, however, your views and opinions are very important for UNICEF so they know how to improve the services being provided in the communities. If you do not mind, we would also like to record the discussion simply because we are around 11 people who will discuss together and Y (name of note-taker) will surely not be able to write all your thoughts, and your thoughts are very important to us. However, if anyone refuses to be recorded, we will respect your wishes. Also, if you all accept to be recorded and during the discussion change your minds, we will also make sure to stop recording. And as you were informed, the discussion will last around 2 hours. Your legal guardian has already given consent for you to participate. However, we also wanted to obtain your consent. You are free to say no if you do not wish to participate. If you agree to participate, I will ask you to sign or stamp on two copies of the same document, one copy will stay with me and the other will be given to you.

d) Setting the ground rules during discussion with adults

Before we start our discussion, I wanted to make sure we set some ground rules (*write all rules on the flip chart*).

1. WE WANT YOU TO DO THE TALKING. We would like everyone to participate. We would highly encourage for everyone to share their views.
2. THERE ARE NO RIGHT OR WRONG ANSWERS. Every person's experiences and opinions are important. Speak up whether you agree or disagree. We want to hear a wide range of opinions.
3. WHAT IS SAID IN THIS ROOM STAYS HERE. We want everyone to feel comfortable sharing when sensitive issues come up.
4. WE WILL NOT TALK TOGETHER. We want to take turns to talk, so we can all hear your opinions and experiences.

Would you like to add any additional rules?

Is everything clear about the course of the focus group discussion? (*If everyone says things are clear, proceed with the discussion. If not, make sure to answer all inquiries and questions before starting the discussion*).

e) Setting the ground rules during discussion with adolescents

Before we start our discussion, I wanted to make sure we set some ground rules. What do you think are important rules we should respect during our discussion? (*Write all participants' suggestions onto the flipchart*)

I would also like to add some points: (*Mention the below if no one talks about them*)

1. WE WANT YOU TO DO THE TALKING. We would like everyone to participate. We would highly encourage for everyone to share their views.
2. THERE ARE NO RIGHT OR WRONG ANSWERS. Every person's experiences and opinions are important. Speak up whether you agree or disagree. We want to hear a wide range of opinions.
3. WHAT IS SAID IN THIS ROOM STAYS HERE. We want everyone to feel comfortable sharing when sensitive issues come up.
4. WE WILL NOT TALK TOGETHER. We want to take turns to talk, so we can all hear your opinions and experiences.

Would you like to add any additional rules?

Is everything clear about the course of the focus group discussion? *(If everyone says things are clear, proceed with the discussion. If not, make sure to answer all inquiries and questions before starting the discussion).*

Building Rapport: Time needed → 5 minutes

Before we start our discussion, I wanted to have a round of introductions. You can use a fake name if you are not comfortable to sharing your real name. Of course, as I mentioned before, we will not mention these names or any other name you refer to during our discussions in the report later.

For Caregivers: I would like each one of you to introduce us to himself/herself.

“Freeze frame” icebreaker that can be used with children:

1. Ask the children to move around the room and await your instructions;
2. Say for example: ‘football’, the children are then asked to freeze their movement in a way to represent the word you said;
3. The child who doesn’t freeze her/his movement, or gets it wrong, is out of the game.

“Where is my pair” icebreaker that can be used with children: (material needed: small ball and music)

1. Ask the children to arrange themselves in a circle;
2. The children throw the ball to each other as long as the music is still playing;
3. Once you stop the music, the child who had the ball, is asked to talk about her/his hobby;
4. Ensure that each child had the chance to express herself/himself and speak.

“Tasnim said” icebreak that can be used with children:

1. Ask the children to stand in a circle and listen carefully to the instructions;
2. When you say for example: ‘Tasnim said kneel down, or put your hands on your lower back’ etc. The children are asked to do what Tasnim said, but if you say: ‘Put your hands on your lower back’, the children shouldn’t do that because Tasnim didn’t say that!
3. The game continues until a single child wins.

“Music and Ball” icebreak that can be used with children:

1. Have a music playing and start by throwing the ball around to the children
2. When the music stops, whichever child is holding the ball should tell the group about their hobby
3. Have the ball go around until all children had talked about their hobbies

Definition Exercise: Time needed → 10 minutes

Opening question: In your opinion, how would you define child labour?

Questions that can help during discussions with children: What is child labour for you? If I tell you child labour, what do you think?

Once a final definition is agreed upon, announce it to the participants and tell them to use this definition when referring to child labour throughout the discussion.

As you noticed, there are different ways that people think about child labour. For the current discussion, we will use child labour, as you defined it, to be [Read the definition provided by the majority of the participants].

The Problem Tree Exercise: Time needed → 30 minutes

Note to facilitator: Prepare a tree on the flip chart to be used prior to the discussion.

I want us to carry out this exercise together, looking at this tree I have on the flip chart (*write child labour on the trunk of the tree*). We will consider the roots of this tree to be the causes of child labour, the trunk of the tree to be child labour itself, and the branches of the tree to be the consequences of child labour.

- Why do children get into labour? (*Write all answers given on the roots of the tree – keep asking why until participants have no additional answers*).
- What does child labour lead to? (*Write all answers given on the branches of the tree – keep asking ‘what does it lead to’ until the question is exhausted*). **Question that can help during discussions with children: What happens when children work?**

Note to facilitator: Use the probes below to inquire about certain drivers if they are not mentioned by the participants. The note-taker will keep track during the exercise to guide you on which probes you must ask to inquire further.

The drivers for ranking might arise either from the roots or consequences.

List of probes to facilitate the problem tree:

1. What about our personal opinion child labour? Does what we think have an effect whether we would accept it or engage in it? Why? (*Attitude*) **Questions that can help during discussions with children: What are your personal opinions about child labour? Do you think these opinions make you work? Why?**
2. In your opinion, what about the benefits of child labour, might that be a reason? What are the risks of child labour? (*Interest*)
3. Do you think stress, fatigue or hardships also influence the use or acceptance of child labour? (*Agency*)
4. In your opinion, do the individual roles, as a child, boy, girls, mothers, fathers, men and women in the society, can be a reason behind child labour? Why? (*Meta Norms*)
5. How does the community and people around us affect child labour, if you think it does? (*Social Norms*)
6. Do you think that there are certain individuals that can be a reason behind children engaging in labour? If yes/no, why? (*Social Influence*)
7. How does the information and stories people are exposed to in the media, on the Internet or in their communities affect their practice or acceptance of child labour? Can those be the reason behind the existence or absence of child labour? (*Communication Environment*) **To children ask the question in this manner: In your opinion, the movies and series you watch or the stories you hear on the internet make you want to continue working or stop working?**
8. Does where the family or couple live be a reason for child labour? Does the existence or absence of social or health services link to the practice or acceptance of child labour in any way? How so? Can the conditions the family lives in be a reason for child labour? How so? (*Structural Barriers Factor*)
9. Can the existence or absence of government laws be a reason behind child labour? Do you think the education system plays a role in preventing or perpetuating child labour? Which one is it? What about religious institutions, are they playing a role? (*Governing Entities*) **During discussion with children replace “Can the existence or absence of government laws be a reason behind child labour” with “does the presence or absence of laws affect child labour?”**
10. Do people around here know about families which publicly reject child labour? Are there

opinions against or in favor of child labour becoming louder? Does that affect what others think?
(*Emerging alternatives*)

11. Are there groups in your community organizing themselves to act against or in favor of child labour? If not, do you think there is group of people who would like to take actions? Would they be in favor or against child labour? (*Community dynamic*)

Checklist for Note-taker:

Driver	Meaning	Examples	Presence during Discussion (Yes/No)	How it was discussed (Example)	Frequency
Attitude	People's opinion about the behavior, how they feel about it	Opinion, idea, perception, belief, views, values, knowledge, etc.			
Interest	How appealing is the change, what people want	Advantage, gain, risk, preference, desire, benefit, appeal, etc.			
Agency	What people can/cannot do	Capacity, skills, capability, ability, etc.			
Social Influence	How others affect what we think, feel or do	Other people, family members, leaders, influencers, the group, friends, neighbors, models, etc.			
Meta norms	Gender inequities and roles, who makes decisions, rights of a child, etc.	Society, culture, traditions, gender roles, power, honor, rights, identity, etc.			
Community dynamics	The group's collective capacity to change	Collective action, group work, cooperation, mutual support, group project, etc.			

Social norms	Rules of behavior in the group	Expectations, rules, accepted behaviors, typical behaviors, sanctions, consequences of actions, etc.			
Communication environment	The information and opinions people can be exposed to	Information, stories, media, social media, messages, campaigns, discourse, debates, public opinion, etc.			
Emerging alternatives	Those who don't think or behave like the majority	Different ways, innovations, new opinions, uncommon behaviors, etc.			
Governing entities	How institutions influence what people do	Government, law, Islam / the Church, armed groups, authorities, politics, etc.			
Structural barriers	Concrete things that prevent people from acting	Services, environment, infrastructure, poverty, hardships, living conditions, access, etc.			

Prioritization Exercise: Time needed → 10 minutes

Note for facilitators: Take a 5 minutes' break between the problem tree and the ranking to allow for categorization of the drivers, for easier ranking. Make sure that you explain the factors through the examples provided by the participants.

As you can see, I wrote down all the important factors you mentioned that are related to child labour. I will now ask each one of you to decide on your own which factors are the most important, critical, and influential to child labour. While you are making the decision, I want you to choose three factors. The factor you believe is of top priority should receive three points, the factor you believe is of second priority should receive two points and the factor you believe is of third priority should receive one point. Once you have finalized your decision, please approach Y (*name of note-taker*) and inform them of your choice. (*Give the participants 5 minutes to decide*).

Validation Exercise: Time needed → 5 minutes

Note to facilitator: if a tie is reached on the drivers, ask the participants to vote again on the factors which were tied, giving two points for the first priority and one point for the second priority. Then validate the group's ranking collectively by giving a chance to people to react, and collect outliers' views:

1. Were you expecting this ranking? Do you understand how that could be the majority's opinion?
2. Is any of you in complete disagreement with this prioritization?

All the factors you mentioned were of course very important, however, to make sure we understand the most important ones well, I will ask some specific questions about (*mention factors 1 and 2, that received the highest number of votes*).

NOTE TO FACILITATOR: IF META NORMS AND SOCIAL INFLUENCE EMERGED AS ONE OF THE TOP TWO, DEEP DIVE FOR THE THIRD OPTION AS THEY ARE COVERED UNDER THE MANDATORY QUESTIONS.

Deep Dive: Time needed → 30 minutes

Use the appropriate question sets below based on the two priority drivers chosen during the prioritization exercise.

Interest:

1. What are the benefits of child labour? (probe for child and caregivers)
2. What are the risks of child labour? (probe for child and caregivers)
3. What are the benefits of not practicing child labour? (probe for child and caregivers)
4. What are the risks of not practicing child labour? (probe for child and caregivers)
5. Do you think people generally want to stop child labour? Why?

Attitude:

1. In general, what do you think about children going to work?
2. How do you see/perceive parents who send their children to work?
3. Are there certain circumstances that you believe child labour could be justified or accepted? If yes, which situations and why? If no, why?
 - a. Are there options under those situations? If yes, what are they? If no, why?
4. How can parents' previous experiences and history including growing up affect whether they send their child to work or not?

Structural Barriers:

1. How does where someone lives (for e.g. difference between someone living on the borders or in the city) affect child labour? (*Note to facilitator: be careful not to be interpreted as "origins" rather as the actual physical village's location*)
2. What are the services that NGOs and governmental doing towards child labour in Lebanon?
 - a. If participants know of services, do all members of the community (name the community) have access to these services?

- b. If yes, how come?
- c. If no, why?
- d. If participants know of services, what are your opinions regarding the quality of these services?
- e. If participants do not know the services, what are the types of services in your opinion that should be available?

Agency:

1. Do you think stress, fatigue or hardships influence the presence of child labour? How so?
 - a. Are certain skills a person should be taught or made aware of so that parents do not send their child to work?
2. In your opinion, what are the factors, if you think there any, that can help parents stop sending their children to work?
 - a. Probe for factors related to mobility and support
3. In your opinion, what are the factors, if you think there are any, that can help a child stop going to work?
 - a. Probe for factors related to mobility and support

Social Norms:

I will tell you a story of Khalil who is a 14-year-old [Nationality] boy who lives in the area of [Location of FGD] with his mom and 2 younger sisters, this is not a true story. Khalil's dad has passed away few years ago. Khalil was attending school and doing very well in his studies, he had dreams of becoming a doctor. His mom, Jamile, was very proud of him, and working day and night to pay the school fees. During the past year, the extended family and friends started telling Jamile that she should not be working that hard, it is affecting her health, and that she should send her son Khalil, who is a "grown up" as they told her, to work. Jamile kept refusing to drop Khalil from school, and rather allow him to continue his studies. Khalil was feeling very guilty and started becoming affected by the opinions and gossips shared by their family and neighbors, and he decided to stop school and start working.

1. In your opinion, what would most boys in the same age as Khalil do in that situation?
2. In your opinion, what would most mothers as Jamile do in that situation?
3. How would you react towards Khalil's decision?
 - a. Do you think the majority of people in your community would approve or disapprove Khalil's decision? Why?
4. Are there circumstances where Khalil must take the decision to work? What are other solutions, if you think there are any?
5. Would it be different if Khalil's father was alive? If yes, how and why? If no, why?
 - a. Do you think the family and friends' opinion would have changed if the father was alive? If yes, how and why? If no, why?
 - b. Do you think Khalil's feelings would have changed if his father was alive? If yes, how and why? If no, why?

Community Dynamic:

1. How would you describe this community (name the community)?
2. How do you describe the relationship between the members of the community?
3. How does your community perceive child labour?
 - a. Is this community taking specific actions to reduce child labour? Who is involved?

4. What is the role of the community as a group when it comes to child labour?
5. What would be needed to happen for the community to want change and act on child labour?
6. Are there any leaders of your community? If yes, what is their role? (Make sure you ask for the role, not the name) Why are they considered as the leaders? Are they taking any public position on child labour?
7. Do you think children who work can express themselves and be heard?

Governing Entities:

1. What are the available laws that protect children from labour in Lebanon?
 - a. (If participants are aware of the laws) Do you think these laws are efficient?
2. Do you think the education system plays a role in preventing or perpetuating child labour? How?
3. Are religious institutions playing a role in preventing or perpetuating child labour? How?
4. Do you think authorities in general are recognizing the problem of child labour? Is their level of action in this regard enough according to you?

Communication Environment:

1. How much do people know about child labour? What is well known about it?
2. Is child labour covered in the news in Lebanon? If no, why? If yes, in which way?
3. Do you notice information or stories related to child labour on social media? What type? How does that affect your way of think and attitude towards child labour?
4. Do you know of any famous people or big companies who took a clear public position against child labour?
5. How do movies or TV shows portray child labour?
 - a. Are there scenes of child labour in the movies or TV shows you are exposed to?
 - b. Are those scenes showing roles models for stopping child labour?
6. Have you heard campaigns or pieces on radio mentioning child labour? What were the key messages?
7. Do you think that overall the information and stories people are exposed to affect their use or acceptance of child labour? How?
8. Which source of information on child labour would you trust the most? Why? The least? Why?

Emerging Alternatives:

1. Are the opinions of individuals towards child labour changing? If yes, how and why? If no, why?

Are there individuals in your community or someone you know who used to send their child to work and stopped?

- a. If yes, how did they stop?
- b. If yes, what did they do?
- c. If no, why do you think that's the case?
2. Do you think people can easily publicly position themselves against child labour?
3. Do you know of organized groups which are trying to fight child labour?

Mandatory Questions: Time needed → 30 minutes

Thank you so much for all the information provided so far. We are almost done, however, before we finish our discussion, I wanted to ask some general questions about where you get information from, how you make decisions in the household, and how community interactions take place.

Reference networks:

1. Who do you turn to for advice or help?
 - Why?
2. Who has the capacity to support you and your actions within your household?
3. Who are the people from the community that would affect how a child who is working thinks, feels, and does?
 - What would they make her/him think? *Do not ask this question to children*
 - What would they make her/him feel? *Do not ask this question to children*
 - What would they make her/him do?
4. Who are the people from the community that would affect how parents of children who are working think, feel and do?
 - What would they make them think? *Do not ask this question to children*
 - What would they make them feel? *Do not ask this question to children*
 - What would they make them do?
5. Who are the key figures (e.g., key people, important people, public or well-known, etc.) who would influence child labour behavior whether positively or negatively?
 - How would their opinions affect the communities?
6. To whom do parents usually refer to when seeking advice regarding child labour practices in your community?
 - To whom do girls usually refer to when seeking advice regarding child labour practices in your community?
 - To whom do boys usually refer to when seeking advice regarding child labour practices in your community?

Exposure to information:

1. If you want to know more about a specific topic, where do you find this information?
2. Which source of information do you trust the most?
 - Why?
3. Which source of information do you trust the least?
 - Why?

Gender-related influences:

1. Are boys and girls equally exposed to child labour in your community?
 - If yes, why?
 - If no, why not?
2. Is there a difference between the age of child labour for girls and age of child labour for boys in your community?
 - If yes, what is the acceptable age for girls?
 - Why?
 - If yes, what is the acceptable age for boys?
 - Why?
 - If no, why not?
3. What are the types of work acceptable for boys?
 - Why?

4. What are the types of work acceptable for girls?
 - Why?

Decision making processes:

1. How does your family take a decision about a certain thing?
 - Who is involved in the decision-making process?
2. How would the people involved change depending on the topic to which a decision has to be made?
3. Who takes the final decision?
 - Why?

Power relations:

1. How does a typical (*name nationality*) household look like?
2. Thinking of the dynamics within the households in this community (*name the community*), who has the most influence/power?
 - Why?
3. How does this person influence the actions of your family members? (*facilitators to ask about every person mentioned*)
4. How does this person influence your actions? (*facilitators to ask about every person mentioned*)
5. Who has the least influence/power in your household?
 - Why?

Perception of the child:

1. In your opinion, what is the definition of a child?
 - What are the factors that determine if a person is still a child or not?
 - How do you differentiate between a child and an adult?
2. In your opinion, what are the rights of children?
 - Are children receiving all their rights equally? If no, why? If yes, how?

Socialization:

1. When a certain event happens in this community (*name the community*), how would the community members react?
 - Who gets involved? Why?
 - Who gets excluded? Why?
 - Who leads the process? Why?
2. Would you say there is cohesion in this community (*name the community*)?
 - If yes, why?
 - If no, why not?

Conclusion, Questions, Thanks and Goodbyes: Time needed → 5 minutes

Thank you all for participating today with us in this discussion and being honest about your opinions. Your input is very important for us. I thank you for your time.

This concludes the discussion; I have asked all that was needed. Does anyone have any questions or anything they would like to add? (*Listen to any question and try to answer the best way possible. The note-taker should write down all questions that are being asked by the participants*).

Note to Facilitator:

- Make sure to talk to the individuals who you considered to be positive deviants from the discussion.

Make sure to follow the necessary referral pathway set forth in the protocol if any child protection or women protection of gender based violence issue is disclosed by participants.

Assessment on Drivers and Behaviors around Child Marriage, Child Labour and Violence Against Women and Children in the Household

Focus Group Discussion Guide for Facilitators- Domestic Violence

The following document will be used as a guiding tool for facilitators during Focus Group Discussions (FGDs). The facilitator should assure participants that all information shared within the discussion will remain confidential. The facilitator will take all potential ethical concerns into consideration before the discussion, considering the safety of respondents, ensuring that participants agree that no information shared in the discussion will be divulged, and obtaining informed consent from participants. The discussion will last between 1 hour and 30 minutes and 2 hours.

Information about the FGD: *(To be filled by note-taker)*

Date	
Location	
Number of Participants	
FGD Type	
Facilitation Duration	
Presence of Recording	
Name of Facilitator	
Name of Note-taker	

Introduction: Time needed → 15 minutes

The below section will explain how you should introduce yourself, how you will explain the purpose of this assessment, how you will obtain informed consent, and how you will set the necessary ground rules for the discussion.

f) *Introduction of the research team and explanation of purpose*

Hello everybody, my name is X (*name of facilitator*) and this is Y (*name of note-taker*). We work at Connecting Research to Development. We are here today to hear from you about domestic violence. We are conducting such discussions throughout Lebanon, and the results will be written in the form of a report and given to UNICEF. We think your views are very important and should inform UNICEF programs to improve the lives of children and their families.

g) *Informed consent procedure for adults who will participate in the FGDs*

Note to facilitator: provide each participant with the consent form found in the protocol for the project.

The document I have provided you has all the details I will explain to you right now. As I mentioned, we are carrying out multiple discussions such as this one to hear from community members such as yourself what you think about domestic violence. Of course, there is no right or wrong answer. Please feel comfortable enough to express yourselves freely during the discussion, as all that we talk about here today will stay within this group. When we write the report, we will not mention any names or personal information. Your participation is voluntary, and so you have the right to not answer questions and to leave at any time you wish. There are no direct benefits to your participation, however, your views and opinions are very important for UNICEF so they know how to improve the services being provided in the communities. If you do not mind, we would also like to record the discussion simply because we are around 10 people who will discuss together and Y (*name of note-taker*) will surely not be able to write all your thoughts, and your thoughts are very important to us. However, if anyone refuses to be recorded, we will respect your wishes. Also, if you all accept to be

recorded and during the discussion change your minds, we will make sure to stop recording. And as you were informed, the discussion will last around 2 hours. If you agree to participate, I will sign on two copies of the same document, one copy will stay with me and the other will be given to you.

h) Setting the ground rules during discussion with adults

Before we start our discussion, I wanted to make sure we set some ground rules (*write all rules on the flip chart*).

1. WE WANT YOU TO DO THE TALKING. We would like everyone to participate. We would highly encourage for everyone to share their views.
2. THERE ARE NO RIGHT OR WRONG ANSWERS. Every person's experiences and opinions are important. Speak up whether you agree or disagree. We want to hear a wide range of opinions.
3. WHAT IS SAID IN THIS ROOM STAYS HERE. We want everyone to feel comfortable sharing when sensitive issues come up.
4. WE WILL NOT TALK TOGETHER. We want to take turns to talk, so we can all hear your opinions and experiences.

Would you like to add any additional rules?

Is everything clear about the course of the focus group discussion? (*If everyone says things are clear, proceed with the discussion. If not, make sure to answer all inquiries and questions before starting the discussion*).

Building Rapport: Time needed → 5 minutes

Before we start our discussion, I wanted to have a round of introductions. I would like each one of you to introduce us to himself/herself, without the need to mention your real names.

Definition Exercise: Time needed → 10 minutes

Opening question: In your opinion, how would you define domestic violence (Intimate partner) violence? Probe for all types of violence (emotional, sexual, economical, physical, access to services/money, etc.). *Note participants need to agree on the definition of domestic violence, regardless of the true definition. For example, if they noted emotional violence is not a form of violence, then we need to consider their definition and note that as a finding.*

In case the definition provided by participants is very far from the definition provided by UNICEF, read the definition below to the participants to gather their opinion on it.

“By domestic violence we mean: Behaviour by an intimate partner that causes physical, sexual or psychological harm, including acts of physical aggression, sexual coercion, psychological abuse and controlling behaviours. This definition covers violence by both current and former spouses and other intimate partners. Other terms used to refer to this include domestic violence, wife or spouse abuse, wife/spouse battering. Dating violence is usually used to refer to intimate relationships among young people, which may be of varying duration and intensity, and do not involve cohabiting.

Once a final definition is agreed upon, announce it to the participants and tell them to use this definition when referring to domestic violence throughout the discussion.

The Problem Tree exercise: Time needed → 30 minutes

Note to facilitator: Prepare a tree on the flip chart to be used prior to the discussion.

As you noticed, there are different ways that people think about domestic violence. For the current discussion, we will use domestic violence, as you defined it, to be [*Read the definition provided by the majority of the participants*]. It will help us if we understand better how married females/males (*choose the appropriate gender based on the FGD*) such as

yourselves think about domestic violence.

For that, I want us to carry out this exercise together, looking at this tree I have on the flip chart (*write domestic violence on the trunk of the tree*). We will consider the roots of this tree to be the causes of domestic violence, the trunk of the tree to be domestic violence itself as the problem, and the branches of the tree to be the consequences of domestic violence.

- Why do people engage in domestic violence? (*Write all answers given on the roots of the tree – keep asking why until participants have no additional answers*).
 - o If needed, probe the complementary: Why would people not engage in domestic violence?
- What does domestic violence lead to? (*Write all answers given on the branches of the tree – keep asking ‘what does it lead to’ until the question is exhausted*).
 - o Make sure to probe on consequences on the individual, household, and community level.
 - o If needed, probe the complementary: What would the elimination of domestic violence lead to?

Note to facilitator: Use the probes below to inquire about certain drivers if they are not mentioned by the participants. The note-taker will keep track during the exercise to guide you on which probes you must ask to inquire further.

The drivers for ranking might arise either from the roots or consequences.

List of probes to facilitate the problem tree:

12. What about our personal opinion on domestic violence? Does what we think have an effect whether we would accept it or engage in it? Why? (*Attitude*)
13. In your opinion, might the benefits of domestic violence be a reason? What about the risks, can those be reason not to use domestic violence? (*Interest*)
14. Do you think stress, fatigue or hardships also influence the use or acceptance of violence? (*Agency*)
15. In your opinion, do the individual roles, as men and women in the society, affect whether they would use domestic violence? Why? (*Meta Norms*)
16. Do you think people expect a good partner to use violence to respond to certain situations? Could a partner be seen as not caring or weak if she/he never uses violence? (*Social Norms*)
17. Do you think that there are certain individuals that can be a reason behind using domestic violence or not using it? If yes/no, why? (*Social Influence*)
18. How does the information and stories people are exposed to in the media, on the Internet or in their communities affect their use or acceptance of domestic violence? Can those be the reason behind the existence or absence of domestic violence? (*Communication Environment*)
19. Would where the family or couple live be a reason for domestic violence? Does the existence or absence of social or health services link to the use or acceptance of violence in any way? How so? Can the conditions the family or couple live in be a reason for domestic violence? How so? (*Structural Barriers Factor*)
20. Can the existence or absence of government laws be a reason behind domestic violence? Do you think the education system plays a role in preventing or perpetuating domestic violence? Which one is it? What about religious institutions, are they playing a role? (*Governing Entities*)
21. Do people around here know about families which publicly reject violence? Are there opinions

against or in favor of violence becoming louder? Does that affect what others think? (*Emerging alternatives*)

22. Are there groups in your community organizing themselves to act against or in favor of domestic violence? If not, do you think there is group of people who would like to take actions? Would they be in favor or against domestic violence? (*Community dynamic*)

Checklist for Note-taker:

Driver	Meaning	Examples	Presence during Discussion (Yes/No)	How it was discussed (Example)	Frequency
Attitude	People's opinion about the behavior, how they feel about it	Opinion, idea, perception, belief, views, values, knowledge, etc.			
Interest	How appealing is the change, what people want	Advantage, gain, risk, preference, desire, benefit, appeal, etc.			
Agency	What people can/cannot do	Capacity, skills, capability, ability, etc.			
Social Influence	How others affect what we think, feel or do	Other people, family members, leaders, influencers, the group, friends, neighbors, models, etc.			
Meta norms	Gender inequities and roles, who makes decisions, rights of a child, etc.	Society, culture, traditions, gender roles, power, honor, rights, identity, etc.			
Community dynamics	The group's collective capacity to change	Collective action, group work, cooperation, mutual support, group project, etc.			

Social norms	Rules of behavior in the group	Expectations, rules, accepted behaviors, typical behaviors, sanctions, consequences of actions, etc.			
Communication environment	The information and opinions people can be exposed to	Information, stories, media, social media, messages, campaigns, discourse, debates, public opinion, etc.			
Emerging alternatives	Those who don't think or behave like the majority	Different ways, innovations, new opinions, uncommon behaviors, etc.			
Governing entities	How institutions influence what people do	Government, law, Islam / the Church, armed groups, authorities, politics, etc.			
Structural barriers	Concrete things that prevent people from acting	Services, environment, infrastructure, poverty, hardships, living conditions, access, etc.			

Prioritization Exercise: **Time needed → 10 minutes**

Note for facilitators: Take a 5 minutes' break between the problem tree and the ranking to allow for categorization of the drivers, for easier ranking. Make sure that you explain the factors through the examples provided by the participants.

As you can see, I wrote down all the important factors you mentioned that are related to domestic violence. I will now ask each one of you to decide on your own which factors are the most important, critical, and influential to domestic violence. While you are making the decision, I want you to choose three factors. The factor you believe is of top priority should receive three points, the factor you believe is of second priority should receive two points and the factor you believe is of third priority should receive one point. Once you have finalized your decision, please approach Y (*name of note-taker*) and inform them of your choice. (*Give the participants 5 minutes to decide*).

Validation Exercise: **Time needed → 5 minutes**

Note to facilitator: if a tie is reached on the drivers, ask the participants to vote again on the factors which were tied, giving two points for the first priority and one point for the second priority. Then validate the group's ranking collectively

by giving a chance to people to react, and collect outliers' views:

3. Were you expecting this ranking? Do you understand how that could be the majority's opinion?
4. Is any of you in complete disagreement with this prioritization?

All the factors you mentioned were of course very important, however, to make sure we understand the most important ones well, I will ask some specific questions about (*mention factors 1 and 2, that received the highest number of votes*).

NOTE TO FACILITATOR: IF META NORMS AND SOCIAL INFLUENCE EMERGED AS ONE OF THE TOP TWO, DEEP DIVE FOR THE THIRD OPTION AS THEY ARE COVERED UNDER THE MANDATORY QUESTIONS.

Deep Dive: Time needed → 20 minutes

Use the appropriate question sets below based on the two priority drivers chosen during the prioritization exercise.

Interest:

6. What are the benefits of using domestic violence within the household? (probe for perpetrator and victim)
7. What are the risks of using domestic violence within the household? (probe for perpetrator and victim)
8. What are the benefits of not using domestic violence within the household? (probe for perpetrator and victim)
9. What are the risks of not using domestic violence within the household? (probe for perpetrator and victim)
10. Do you think people generally want to reduce violence within their families? Why?
11. Do you think it is doable not to use or accept violence within the household? Why?

Attitude:

1. In general, what do you think about domestic violence?
2. What are your thoughts and feelings towards a person who exerts violence in a relationship?
3. How about our previous experiences and history including growing up, can that affect the relationship between two partners?
 - a. How can that affect whether violence is used in a relationship or not?
4. Under what situations, in your opinion, you would be able to justify domestic violence?
 - a. Are there other options under those situations? If yes, what are they? If no, why?
5. Do you think those who exert the violence understand that domestic violence has health and mental consequences on the person experiencing them?

Structural Barriers:

3. What is the relation between the household's living conditions and domestic violence?
4. How does where you live (for example difference between someone living on the borders or in the city) affect domestic violence? (*Note to facilitator: be careful not to be interpreted as "origins" rather as the actual physical village's location*)
 - a. Probe for both the person experiencing violence and the person exerting violence on his/her partner
5. What are the services that NGOs and governmental doing towards domestic violence in Lebanon?
 - f. If participants know of services, do all members of the community (name the community) have access to these services?
 - g. If yes, how come?
 - h. If no, why?
 - i. If participants know of services, what are your opinions regarding the quality of these services?
 - j. If participants do not know the services, what are the types of services in your opinion that should be available?

Agency:

1. Do you think stress, fatigue or hardships also influence the use or acceptance of violence? How so?
2. How hard it is for a person not use to use violence in relationship?
 - a. In your opinion, what are the factors, if any, that can help a person stop exerting domestic violence? *Probe for mobility (e.g. capacity to leave the house) and social support*
3. How hard it is for a person to have his/her partner stop being violent with him/her?
 - a. In your opinion, what are the factors, that can help a person experiencing domestic violence stop it? *Probe for mobility (e.g. capacity to leave the house) and social support*
4. Are there certain skills a person should be taught or made aware of to reduce or stop the violence?
5. Do you think those who experience violence are confident that they can change their situation?

Social Norms:

I am going to tell you a small story of a married couple, this is not a real story or real names. I will call them Amira and Tarek. Tarek, a middle age man who is married to Amira, who is around late 20's, and they have two kids. One day, Tarek came back from a long day at work and he was tired. He asked his wife, Amira, what she has prepared him for lunch. Amira woke up that day not feeling so well, so she was not able to cook. When Amira told Tarek that she did not cook because she was tired, Tarek was angry, he started yelling at Amira, calling her a "lazy wife", and he ended up slapping Amira. After two days, Amira was telling her story to her neighbor, Shirine who is also married, and Shirine told her that she should have prepared something quick even if she was tired and that she understands why her husband slapped her. However, Amira was not convinced and thinks it is ok if a woman does not cook for her husband if she was tired.

1. What do you think about this situation?
 - a. Make sure to probe their perceptions and thoughts towards each character.
2. What would most women do in Amira's position?
3. What would most husbands expect Tarek to do in this situation?
4. What would Shirine and most women do in this situation?
5. Would the opinion of Shirine and other peers make Amira change her mind? If yes, how and why? If no, why?

6. What do you think the general community would expect from Amira, Tarek, and Shirine? (Make sure to cover each character) Why?

Community Dynamic:

8. How would you describe this community (name the community)?
9. How do you describe the relationship between the members of the community?
10. How does your community perceive domestic violence?
 - a. Is this community taking specific actions to reduce domestic violence? Who is involved?
11. What is the role of the community as a group when it comes to domestic violence?
12. What would be needed to happen for the community to want change and act on domestic violence?
13. Are there any leaders of your community? If yes, what is their role? (Make sure you ask for the role, not the name) Why are they considered as the leaders? Are they taking any public position on domestic violence?
14. Do you think survivors of violence can express themselves and be heard?

Governing Entities:

1. What are the available laws that target domestic violence in Lebanon?
 - b. (If participants are aware of the laws) Do you think these laws are efficient?
2. Do you think the education system plays a role in preventing or perpetuating domestic violence? How?
3. Are religious institutions playing a role in preventing or perpetuating domestic violence? How?
4. Do you think authorities in general are recognizing the problem of domestic violence? Is their level of action in this regard enough according to you?

Communication Environment:

9. How much do people know about domestic violence? What is well known about it?
10. Is domestic violence covered in the news in Lebanon? If no, why? If yes, in which way?
11. Do you notice information or stories related to domestic violence on social media? What type? How does that affect your way of think and attitude towards domestic violence?
12. Do you know of any famous people or big companies who took a clear public position against domestic violence?
13. How do movies or TV shows portray domestic violence?
 - c. Are there scenes of domestic violence in the movies or TV shows you are exposed to?
 - d. Are those scenes showing roles models for stopping domestic violence?
14. Have you heard campaigns or pieces on radio mentioning domestic violence? What were the key messages?
15. Do you think that overall the information and stories people are exposed to affect their use or acceptance of domestic violence? How?
16. Which source of information on domestic Violence would you trust the most? Why? The least? Why?

Emerging Alternatives:

4. Are the opinions of individuals towards domestic violence changing?
 - a. If yes, how and why?

- b. If no, why?
5. Are there any big events (such as, an incident, advertisement, public story, etc.) that happened that affected how people view domestic violence?
 - a. If yes, how?
6. Are there individuals in your community or someone you know who used to use violence against his/her partner and stopped?
 - a. If yes, how did they stop?
 - b. If yes, what did they do?
 - c. If no, why do you think that's the case?
7. Do you think people can easily publicly position themselves against violence?
8. Do you know of organized groups which are trying to fight domestic violence?

Mandatory Questions: Time needed → 30 minutes

Thank you so much for all the information provided so far. We are almost done, however, before we finish our discussion, I wanted to ask some general questions about where you get information from, how you make decisions in the household, and how community interactions take place.

Reference networks:

7. If you needed advice or help on domestic violence, who would you go to?
 - a. Why?
8. Who are the people from the society that would affect how a person experiencing violence from a partner, thinks, feels, and does?
 - What would they make her/him think?
 - What would they make her/him feel?
 - What would they make her/him do?
9. Who are the people from the society that would affect how a person who exerts violence on their partner thinks, feels and does?
 - What would they make her/him think?
 - What would they make her/him feel?
 - What would they make her/him do?
10. Who are the key figures (e.g., key people, important people, public or well-known, etc.) who would influence domestic violence behavior whether positively or negatively?
 - How would their opinions affect the communities?

Exposure to information:

1. How much do people know about domestic violence?
1. How does the media (mention TV and other modalities) affect domestic violence?
2. If you want to know more about domestic violence, where do you find this information?
3. Which source of information (on domestic violence), do you trust the most? (*Probe for the different sources: NGOs, Social Workers, Internet, Media, etc.*)

- Why?
4. Which source of information (on domestic violence) do you trust the least? (*Probe for the different sources: NGOs, Social Workers, Internet, Media, etc.*)
 - Why?

Gender-related influences:

1. In your opinion, are men and woman equal in human rights in Lebanon?
 - How do you think this (in)equality affects the partner who exerts violence in a relation?
 - How do you think this (in)equality affects the person experiencing violence in a relationship?
2. In your opinion, do men and women have equal access to services, goods, jobs, market, etc. in Lebanon?
 - What is the relation between this (in)equality on domestic violence? If no relation exists, why so?

Decision making processes:

4. How does your family take a decision about a certain thing?
 - Who is involved in the decision-making process?
5. Who takes the final decision?
 - Why?
- If there is a disagreement in the family, how do you solve the disagreement?

Power relations:

6. How does a typical (*name nationality*) household look like?
7. Thinking of the dynamics within the households in this community (*name the community*), who has the most influence?
 - Why?
8. How does this person influence the actions of your family members? (*Ask about every person mentioned*)
9. How does this person influence your actions? (*Ask about every person mentioned*)
10. Do you think there is a relation between this person and whether domestic violence would occur or not? If yes, why and how? If no, why?
11. Who has the least influence/power in your household?
 - Why?

Socialization:

3. In case your community witnessed a domestic violence, how do you think they would react to it?
4. Will the reaction be different if the violence was exerted from a husband to a wife or from a wife to husband? Why?
5. Are there specific situations where the community might justify domestic violence? If yes, what are they and why?
6. Are there specific situations where the community might completely reject domestic violence? If yes, what are they and why? If no, why?

Conclusion, Questions, Thanks and Goodbyes: Time needed → 5 minutes

Thank you all for participating today with us in this discussion and being honest about your opinions. Your input is very important for us. I thank you for your time.

This concludes the discussion; I have asked all that was needed. Does anyone have any questions or anything they would like to add? *(Listen to any question and try to answer the best way possible. The note-taker should write down all questions that are being asked by the participants).*

Note to Facilitator:

- Make sure to talk to the individuals who you considered to be positive deviants from the discussion.
- Make sure to follow the necessary referral pathway set forth in the protocol if any child protection or women protection of gender based violence issue is disclosed by participants.

Assessment on Drivers and Behaviors around Child Marriage, Child Labour and Violence Against Women and Children in the Household

Focus Group Discussion Guide for Facilitators - Violence Against Children

The following document will be used as a guiding tool for facilitators during Focus Group Discussions (FGDs). The facilitator should assure participants that all information shared within the discussion will remain confidential. The facilitator will take all potential ethical concerns into consideration before the discussion, considering the safety of respondents, ensuring that participants agree that no information shared in the discussion will be divulged, and obtaining informed consent from participants. The discussion will last between 1 hour and 30 minutes and 2 hours.

Information about the FGD: *(To be filled by note-taker)*

Date	
Location	
Number of Participants	
FGD Type	
Facilitation Duration	
Presence of Recording	
Name of Facilitator	
Name of Note-taker	

Introduction: Time needed → 15 minutes

The below section will explain how you should introduce yourself, how you will explain the purpose of this assessment, how you will obtain informed consent, and how you will set the necessary ground rules for the discussion.

i) *Introduction of the research team and explanation of purpose*

Hello everybody, my name is X (*name of facilitator*) and this is Y (*name of note-taker*). We work at Connecting Research to Development. We are here today to hear from you about violence against children in the household. We are conducting such discussions throughout Lebanon, and the results will be written in the form of a report and given to UNICEF. We think your views are very important and should inform UNICEF programs to improve the lives of children and their families.

j) *Informed consent procedure for adults who will participate in the FGDs*

Note to facilitator: provide each participant with the consent form found in the protocol for the project.

The document I have provided you has all the details I will explain to you right now. As I mentioned, we are carrying out multiple discussions such as this one to hear from community members such as yourself what you think about violence against children in the household. Of course, there is no right or wrong answer. Please feel comfortable enough to express yourselves freely during the discussion, as all that we talk about here today will stay within this group. When we write the report, we will not mention any names or personal information. Your participation is voluntary, and so you have the right to not answer questions and to leave at any time you wish. There are no direct benefits to your participation, however, your views and opinions are very important for UNICEF so they know how to improve the services being provided in the communities. If you do not mind, we would also like to record the discussion simply because we are around 10 people who will discuss together and Y (*name of note-taker*) will surely not be able to write all your thoughts,

and your thoughts are very important to us. However, if anyone refuses to be recorded, we will respect your wishes. Also, if you all accept to be recorded and during the discussion change your minds, we will make sure to stop recording. And as you were informed, the discussion will last around 2 hours. If you agree to participate, I will sign on two copies of the same document, one copy will stay with me and the other will be given to you.

k) *Setting the ground rules during discussion with adults*

Before we start our discussion, I wanted to make sure we set some ground rules (*write all rules on the flip chart*).

1. WE WANT YOU TO DO THE TALKING. We would like everyone to participate. We would highly encourage for everyone to share their views.
2. THERE ARE NO RIGHT OR WRONG ANSWERS. Every person's experiences and opinions are important. Speak up whether you agree or disagree. We want to hear a wide range of opinions.
3. WHAT IS SAID IN THIS ROOM STAYS HERE. We want everyone to feel comfortable sharing when sensitive issues come up.
4. WE WILL NOT TALK TOGETHER. We want to take turns to talk, so we can all hear your opinions and experiences.

Would you like to add any additional rules?

Is everything clear about the course of the focus group discussion? (*If everyone says things are clear, proceed with the discussion. If not, make sure to answer all inquiries and questions before starting the discussion*).

Building Rapport: Time needed → 5 minutes

Before we start our discussion, I wanted to have a round of introductions. I would like each one of you to introduce us to himself/herself, without the need to mention your real names.

Definition Exercise: Time needed → 10 minutes

Opening question: In your opinion, how would you define violence against children in the household?

Once a final definition is agreed upon, announce it to the participants and tell them to use this definition when referring to domestic violence throughout the discussion.

As you noticed, there are different ways that people think about violence against children in the household. For the current discussion, we will use violence against children in the household, as you defined it, to be [*Read the definition provided by the majority of the participants*]. It will help us if we understand better how caregivers such as yourselves think about violence against children in the household.

The Problem Tree exercise: Time needed → 30 minutes

Note to facilitator: Prepare a tree on the flip chart to be used prior to the discussion.

I want us to carry out this exercise together, looking at this tree I have on the flip chart (*write violence against children in the household on the trunk of the tree*). We will consider the roots of this tree to be the causes of violence against children in the household, the trunk of the tree to be violence against children in the household itself as the problem, and the branches of the tree to be the consequences of violence against children in the household.

- Why does violence against children in the household take place? (*Write all answers given on the roots of the tree – keep asking why until participants have no additional answers*).
- What does violence against children in the household lead to? (*Write all answers given on the branches of the tree – keep asking 'what does it lead to' until the question is exhausted*).

Note to facilitator: Use the probes below to inquire about certain drivers if they are not mentioned by the participants. The note-taker will keep track during the exercise to guide you on which probes you must ask to inquire further.

The drivers for ranking might arise either from the roots or consequences.

List of probes to facilitate the problem tree:

1. What about our personal opinion on violence against children in the household? Does what we think have an effect whether we would accept it or engage in it? Why? (*Attitude*)
2. In your opinion, what about the benefits of violence against children in the household, might that be a reason? What about the risks, can those be reason not to use violence against children in the household? (*Interest*)
3. Do you think stress, fatigue or hardships also influence the use or acceptance of violence against children in the household? (*Agency*)
4. In your opinion, do the individual roles, as mothers and fathers, men and women, affect whether they would use violence against children in the household at home? Why? (*Meta Norms*)
5. Do you think people expect a good caregiver to use violence to respond to certain situations? Could a caregiver be seen as not caring or weak if she/he never uses violence? (*Social Norms*)
6. Do you think that there are certain individuals or maybe famous people that can be a reason behind using violence against children in the household in the house or not using it? If yes/no, why? (*Social Influence*)
7. How does the information and stories people are exposed to in the media, on the Internet or in their communities affect their use or acceptance of violence against children in the household? Can those be the reason behind the existence or absence of violence against children in the household? (*Communication Environment*)
8. Does where the family and child live be a reason for using violence against children in the household in the house? Does the existence or absence of social or health services link to the use or acceptance of violence against children in the household in any way? How so? Can the conditions the family lives in be a reason for violence against children in the household? How so? (*Structural Barriers Factor*)
9. Can the existence or absence of government laws be a reason behind violence against children in the household? Do you think the education system plays a role in preventing or perpetuating violence against children in the household? Which one is it? What about religious institutions, are they playing a role? (*Governing Entities*)
10. Do people around here know about families which publicly reject violence against children in the household? Are there opinions against or in favor of violence against children in the household becoming louder? Does that affect what others think? (*Emerging alternatives*)
11. Are there groups in your community organizing themselves to act against or in favor of violence against children in the household? If not, do you think there is group of people who would like to take actions? Would they be in favor or against violence against children in the household? (*Community dynamic*)

Checklist for Note-taker:

Driver	Meaning	Examples	Presence during Discussion (Yes/No)	How it was discussed (Example)	Frequency
Attitude	People's opinion about the behavior, how they feel about it	Opinion, idea, perception, belief, views, values, knowledge, etc.			
Interest	How appealing is the change, what people want	Advantage, gain, risk, preference, desire, benefit, appeal, etc.			
Agency	What people can/cannot do	Capacity, skills, capability, ability, etc.			
Social Influence	How others affect what we think, feel or do	Other people, family members, leaders, influencers, the group, friends, neighbors, models, etc.			
Meta norms	Gender inequities and roles, who makes decisions, rights of a child, etc.	Society, culture, traditions, gender roles, power, honor, rights, identity, etc.			
Community dynamics	The group's collective capacity to change	Collective action, group work, cooperation, mutual support, group project, etc.			
Social norms	Rules of behavior in the group	Expectations, rules, accepted behaviors, typical behaviors, sanctions, consequences of actions, etc.			

Communication environment	The information and opinions people can be exposed to	Information, stories, media, social media, messages, campaigns, discourse, debates, public opinion, etc.			
Emerging alternatives	Those who don't think or behave like the majority	Different ways, innovations, new opinions, uncommon behaviors, etc.			
Governing entities	How institutions influence what people do	Government, law, Islam / the Church, armed groups, authorities, politics, etc.			
Structural barriers	Concrete things that prevent people from acting	Services, environment, infrastructure, poverty, hardships, living conditions, access, etc.			

Prioritization Exercise: Time needed → 10 minutes

Note for facilitators: Take a 5 minutes' break between the problem tree and the ranking to allow for categorization of the drivers, for easier ranking. Make sure that you explain the factors through the examples provided by the participants.

As you can see, I wrote down all the important factors you mentioned that are related to violence against children in the household. I will now ask each one of you to decide on your own which factors are the most important, critical, and influential to marrying at a young age. While you are making the decision, I want you to choose three factors. The factor you believe is of top priority should receive three points, the factor you believe is of second priority should receive two points and the factor you believe is of third priority should receive one point. Once you have finalized your decision, please approach Y (*name of note-taker*) and inform them of your choice. (*Give the participants 5 minutes to decide*).

Validation Exercise: Time needed → 5 minutes

Note to facilitator: if a tie is reached on the drivers, ask the participants to vote again on the factors which were tied, giving two points for the first priority and one point for the second priority. Then validate the group's ranking collectively by giving a chance to people to react, and collect outliers' views:

5. Were you expecting this ranking? Do you understand how that could be the majority's opinion?
6. Is any of you in complete disagreement with this prioritization?

All the factors you mentioned were of course very important, however, to make sure we understand the most important ones well, I will ask some specific questions about (*mention factors 1 and 2, that received the highest number of votes*).

Deep Dive: Time needed → 30 minutes

Use the appropriate question sets below based on the two priority drivers chosen during the prioritization exercise.

Interest:

12. What are the benefits of using violence against children in the household within the household? (probe for caregiver and child)
13. What are the risks of using violence against children in the household within the household? (probe for caregiver and child)
14. What are the benefits of not using violence against children in the household within the household? (probe for caregiver and child)
15. What are the risks of not using violence against children in the household within the household? (probe for caregiver and child)
16. Do you think people generally want to reduce violence against children in the household within their families? Why?
17. Do you think it is doable not to use or accept violence against children in the household within the household? Why?

Attitude:

1. In general, what do you think about violence against children in the household in the household?
2. What are your thoughts and feelings towards individuals who exert violence on children in the house?
3. How about our previous experiences and history including growing up, how can whether we use violence against children in the household in the house or not?
4. Under what situations, in your opinion, you would be able to justify violence against children in the household in house?
 - a. Are there other options under those situations?
 - b. If yes, what are they?
 - c. If no, why?
5. Do you think caregivers who exert the violence understand that violence has health and mental consequences on the children experiencing them?

Structural Barriers:

6. What are the services that NGOs and governmental entities provide to children who been violated?
 - a. If participants know of services, do all members of the community (name the community) have access to these services?
 - b. If yes, how come?
 - c. If no, why?
 - d. If participants know of services, what are your opinions regarding the quality of these services?

- e. If participants do not know the services, what are the types of services in your opinion that should be available?
7. How do the living conditions of a household affect violence against children in the household in your community?
8. How do stress and other life situations affect violence against children in the household in your community?

Agency:

4. Do you think stress, fatigue or hardships also influence the use or acceptance of violence? How so?
5. Are there certain skills a person should be taught or made aware of to reduce or stop the violence?
 - a. Why?
6. In your opinion, what are the factors, if you think there any, that can help a person stop exerting violence on their children?
 - a. Probe for factors related to mobility and support
7. In your opinion, what are the factors, if you think there are any, that can help a child experiencing violence against children in the household stop it?
 - a. Probe for factors related to mobility and support
8. Do you think children who experience violence are confident that they can change their situation?

Social Norms:

Nadim and Leila are a couples who have been married for a long time and they have now two children, Karim age 4 and Yasmine age 11. This is not a real story or real names. Both Nadim and Leila work from 9 till 5, Nadim works as a mechanic and Leila works as a cashier in a supermarket. Yasmine goes to school, while Karim waits at his grandparents till his parents are home. One day, Leila was trying to teach Yasmine Arabic lesson. Karim was crying the whole time. Leila got frustrated and shouts on Yasmine "Focus!, you are like your aunt, slow!" Arabic: "*Rakez ba2a! talaa' la 3antik bati2a*". Nadim heard Leila screaming, he walks in angry shouts at Karim to stop crying like a child and comfort him by telling him "men don't cry" and yells at Yasmine to focus. Their neighborhoods heard them shouting and asked them later on what happened. After Nadim and Leila told their neighbors the story, they said "Children don't get disciplined any other way" Arabic: *L wled ma byetrabo gheir heik*.

1. In your opinion, what would most fathers as Nadim do in that situation?
2. In your opinion, what would most mothers as Leila do in that situation?
3. What do you think about the neighbor's reaction?
4. Would most of your community react the same way? Why?
5. Are there specific circumstances where you and others might react the same way as the neighbors? If yes, what are those situations and why? If no, why?

Community Dynamic:

15. How would you describe this community (name the community)?
16. How do you describe the relationship between the members of the community?
17. How does your community perceive violence against children in the household?
 - a. Is this community taking specific actions to reduce violence against children in the household? Who is involved?
18. What is the role of the community as a group when it comes to violence against children in the household?
19. What would be needed to happen for the community to want change and act on violence against

children in the household?

20. Are there any leaders of your community? If yes, what is their role? (Make sure you ask for the role, not the name) Why are they considered as the leaders? Are they taking any public position on violence against children in the household?
21. Do you think children who experience violence at home can express themselves and be heard?

Governing Entities:

1. What are the available laws that protect children from violence?
 - c. (If participants are aware of the laws) Do you think these laws are efficient?
2. Do you think the education system plays a role in preventing or perpetuating violence against children in the household? How?
3. Are religious institutions playing a role in preventing or perpetuating violence against children in the household? How?
4. Do you think authorities in general are recognizing the problem of violence against children in the household? Is their level of action in this regard enough according to you?

Communication Environment:

17. How much do people know about violence against children in the household? What is well known about it?
18. Is domestic violence covered in the news in Lebanon? If no, why? If yes, in which way?
19. Do you notice information or stories related to violence against children in the household on social media? What type? How does that affect your way of think and attitude towards violence against children in the household?
20. Do you know of any famous people or big companies who took a clear public position against violence against children in the household?
21. How do movies or TV shows portray violence against children in the household?
 - a. Are there scenes of violence against children in the household in the movies or TV shows you are exposed to?
 - b. Are those scenes showing roles models for stopping violence against children in the household?
22. Have you heard campaigns or pieces on radio mentioning violence against children in the household? What were the key messages?
23. Do you think that overall the information and stories people are exposed to affect their use or acceptance of violence against children in the household? How?
24. Which source of information on violence against children in the household would you trust the most? Why? The least? Why?

Emerging Alternatives:

9. Are the opinions of individuals or caregivers towards child violence changing? If yes, how and why? If no, why?
10. Are there any big events (such as an incident, advertisement, public story, etc.) that happened that affected how people view violence against children in the household in the house?
 - a. If yes, how was that change and why do you think it happened?
11. Are there individuals in your community who stopped or would never use violence against their children at home?
 - a. If yes, what practices have they adopted?
 - b. If no, why do you think that's the case?

12. Do you think people can easily publicly position themselves against violence against children in the household?
13. Do you know of organized groups which are trying to fight violence against children in the household?

Mandatory Questions: Time needed → 30 minutes

Thank you so much for all the information provided so far. We are almost done, however, before we finish our discussion, I wanted to ask some general questions about where you get information from, how you make decisions in the household, and how community interactions take place.

Reference networks:

11. If you needed advice or help on violence against children in the household, who would you go to?
 - Why?
12. Who do you turn to for help? (*Make sure that participants do not talk about receiving advice*)
 - Why?
13. Who are the people from the society that would affect how a caregiver who exerts violence on their children thinks, feels and does?
 - What would they make her/him think?
 - What would they make her/him feel?
 - What would they make her/him do?
14. Who are the key figures (e.g., key people, important people, public or well-known, etc.) who would influence violence against children in the household behavior whether positively or negatively?
 - o How would their opinions affect the communities?

Exposure to information:

1. How much do people know about violence against children in the household?
5. How does the media (mention TV and other modalities) affect violence against children in the household?
6. If you want to know more about violence against children in the household, where do you find this information?
7. Which source of information (on violence against children in the household), do you trust the most? (*Probe for the different sources: NGOs, Social Workers, Internet, Media, etc.*)
 - Why?
8. Which source of information (on violence against children in the household) do you trust the least? (*Probe for the different sources: NGOs, Social Workers, Internet, Media, etc.*)
 - Why?

Gender-related influences:

1. Would you say equality and equity exist in Lebanon?
 - If no, what are the factors that cause inequality?
 - If yes, is this similar for all individuals?

Decision making processes:

6. How does your family take a decision about a certain thing?
 - Who is involved in the decision-making process?
7. How would the people involved change depending on the topic to which a decision has to be made?
8. Who takes the final decision?
 - Why?

Power relations:

12. How does a typical (*name nationality*) household look like?
13. Thinking of the dynamics within the households in this community (*name the community*), who has the most influence/power?
 - Why?
14. How does this person influence the actions of your family members? (*facilitators to ask about every person mentioned*)
15. How does this person influence your actions? (*facilitators to ask about every person mentioned*)
16. Who has the least influence/power in your household?
 - Why?

Perception of the child:

3. In your opinion, what is the definition of a child?
 - What are the factors that determine if a person is still a child or not?
 - How do you differentiate between a child and an adult?
4. In your opinion, what are the rights of children?
 - Are children receiving all their rights equally? If no, why? If yes, how?

Socialization:

7. In case your community witnessed a violence against a child, how do you think they would react to it?
8. Will the reaction be different if the violence was exerted from a father to a mother? Why?
9. Are there specific situations where the community might justify violence against children in the household? If yes, what are they and why?
10. Are there specific situations where the community might completely reject violence against children in the household? If yes, what are they and why? If no, why?

Conclusion, Questions, Thanks and Goodbyes: Time needed → 10 minutes

Thank you all for participating today with us in this discussion and being honest about your opinions. Your input is very important for us. I thank you for your time.

This concludes the discussion; I have asked all that was needed. Does anyone have any questions or anything they would like to add? (*Listen to any question and try to answer the best way possible. The note-taker should write down all questions that are being asked by the participants.*)

Note to Facilitator:

- Make sure to talk to the individuals who you considered to be positive deviants from the discussion.

Make sure to follow the necessary referral pathway set forth in the protocol if any child protection or women protection of gender based violence issue is disclosed by participants.

Assessment on Drivers and Behaviors around Child Marriage, Child Labour and Violence Against Women and Children in the Household

Focus Group Discussion Guide for Facilitators- Child Marriage

The following document will be used as a guiding tool for facilitators during Focus Group Discussions (FGDs). The facilitator should assure participants that all information shared within the discussion will remain confidential. The facilitator will take all potential ethical concerns into consideration before the discussion, considering the safety of respondents, ensuring that participants agree that no information shared in the discussion will be divulged, and obtaining informed consent from participants. The discussion will last between 1 hour and 30 minutes and 2 hours.

Information about the FGD: *(To be filled by note-taker)*

Date	
Location	
Number of Participants	
FGD Type	
Facilitation Duration	
Presence of Recording	
Name of Facilitator	
Name of Note-taker	

Introduction: Time needed → 15 minutes

The below section will explain how you should introduce yourself, how you will explain the purpose of this assessment, how you will obtain informed consent, and how you will set the necessary ground rules for the discussion.

l) *Introduction of the research team and explanation of purpose*

Hello everybody, my name is X (*name of facilitator*) and this is Y (*name of note-taker*). We work at Connecting Research to Development. We are here today to hear from you about marriage. We are conducting such discussions throughout Lebanon, and the results will be written in the form of a report and given to UNICEF. We think your views are very important and should inform UNICEF programs to improve the lives of children and their families.

m) *Informed consent procedure for adults who will participate in the FGDs*

Note to facilitator: provide each participant with the consent form found in the protocol for the project.

The document I have provided you has all the details I will explain to you right now. As I mentioned, we are carrying out multiple discussions such as this one to hear from community members such as yourself what you think about marriage. Of course, there is no right or wrong answer. Please feel comfortable enough to express yourselves freely during the discussion, as all that we talk about here today will stay within this group. When we write the report, we will not mention any names or personal information. Your participation is voluntary, and so you have the right to not answer questions and to leave at any time you wish. There are no direct benefits to your participation, however, your views and opinions are very important for UNICEF so they know how to improve the services being provided in the communities. If you do not mind, we would also like to record the discussion simply because we are around 10 people who will discuss together and Y (*name of note-taker*) will surely not be able to write all your thoughts, and your thoughts are very important to us. However, if anyone refuses to be recorded, we will respect your wishes. Also, if you all accept to be recorded and during

the discussion change your minds, we will make sure to stop recording. And as you were informed, the discussion will last around 2 hours. If you agree to participate, I will sign on two copies of the same document, one copy will stay with me and the other will be given to you.

n) Informed consent procedure for married children or children in labor

Note to facilitator: provide each participant with the consent form found in the protocol for the project. The recruited/focal point within the area has already obtained written consent from the legal guardian of the child.

The document I have provided you has all the details I will explain to you right now. As I mentioned, we are carrying out multiple discussions such as this one to hear from community members such as yourself what you think about marriage. Of course, there is no right or wrong answers. Please feel comfortable enough to express yourselves freely during the discussion, as all that we talk about here today will stay within this group. When we write the report, we will not mention any names or personal information. Your participation is voluntary, and so you have the right to not answer questions and to leave at any time you wish. There are no direct benefits to your participation, however your views and opinions are very important for UNICEF so they know how to improve the services being provided in the communities. If you do not mind, we would also like to record the discussion simply because we are around 11 people who will discuss together and Y (name of note-taker) will surely not be able to write all your thoughts, and your thoughts are very important to us. However, if anyone refuses to be recorded, we will respect your wishes. Also, if you all accept to be recorded and during the discussion change your minds, we will also make sure to stop recording. And as you were informed, the discussion will last around 2 hours. Your legal guardian has already given consent for you to participate. However, we also wanted to obtain your consent. You are free to say no if you do not wish to participate. If you agree to participate, I will ask you to sign or stamp on two copies of the same document, one copy will stay with me and the other will be given to you.

Setting the ground rules during discussion with adults

Before we start our discussion, I wanted to make sure we set some ground rules (*write all rules on the flip chart*).

1. WE WANT YOU TO DO THE TALKING. We would like everyone to participate. We would highly encourage for everyone to share their views.
2. THERE ARE NO RIGHT OR WRONG ANSWERS. Every person's experiences and opinions are important. Speak up whether you agree or disagree. We want to hear a wide range of opinions.
3. WHAT IS SAID IN THIS ROOM STAYS HERE. We want everyone to feel comfortable sharing when sensitive issues come up.
4. WE WILL NOT TALK TOGETHER. We want to take turns to talk, so we can all hear your opinions and experiences.

Would you like to add any additional rules?

Is everything clear about the course of the focus group discussion? (*If everyone says things are clear, proceed with the discussion. If not, make sure to answer all inquiries and questions before starting the discussion*).

o) Setting the ground rules during discussion with adolescents

Before we start our discussion, I wanted to make sure we set some ground rules. What do you think are important rules we should respect during our discussion? (*Write all participants' suggestions onto the flipchart*)

I would also like to add some points: (*Mention the below if no one talks about them*)

1. WE WANT YOU TO DO THE TALKING. We would like everyone to participate. We would highly encourage for everyone to share their views.
2. THERE ARE NO RIGHT OR WRONG ANSWERS. Every person's experiences and opinions are important. Speak up whether you agree or disagree. We want to hear a wide range of opinions.
3. WHAT IS SAID IN THIS ROOM STAYS HERE. We want everyone to feel comfortable sharing when sensitive issues come up.
4. WE WILL NOT TALK TOGETHER. We want to take turns to talk, so we can all hear your opinions and experiences.

Would you like to add any additional rules?

Is everything clear about the course of the focus group discussion? *(If everyone says things are clear, proceed with the discussion. If not, make sure to answer all inquiries and questions before starting the discussion).*

Building Rapport: Time needed → 5 -10 minutes

Before we start our discussion, I wanted to have a round of introductions. You can use a fake name if you are not comfortable to sharing your real name. Of course, as I mentioned before, we will not mention these names or any other name you refer to during our discussions in the report later.

For Caregivers: I would like each one of you to introduce us to himself/herself.

“Freeze frame” icebreaker that can be used with children:

1. Ask the children to move around the room and await your instructions;
2. Say for example: ‘football’, the children are then asked to freeze their movement in a way to represent the word you said;
3. The child who doesn’t freeze her/his movement, or gets it wrong, is out of the game.

“Where is my pair” icebreaker that can be used with children: (material needed: small ball and music)

1. Ask the children to arrange themselves in a circle;
2. The children throw the ball to each other as long as the music is still playing;
3. Once you stop the music, the child who had the ball, is asked to talk about her/his hobby;
4. Ensure that each child had the chance to express herself/himself and speak.

“Tasnim said” icebreak that can be used with children:

1. Ask the children to stand in a circle and listen carefully to the instructions;
2. When you say for example: ‘Tasnim said kneel down, or put your hands on your lower back’ etc. The children are asked to do what Tasnim said, but if you say: ‘Put your hands on your lower back’, the children shouldn’t do that because Tasnim didn’t say that!
3. The game continues until a single child wins.

“Music and Ball” icebreak that can be used with children:

4. Have a music playing and start by throwing the ball around to the children
5. When the music stops, whichever child is holding the ball should tell the group about their hobby
6. Have the ball go around until all children had talked about their hobbies

Definition Exercise: Time needed → 10 minutes

Opening question: In your opinion, how would you define child marriage? *Note participants need to agree on the definition of child marriage, regardless of the true definition.*

Questions that can help during discussions with children: What is child labour for you? If I tell you child labour, what do you think?

In case the definition provided by participants is very far from the definition provided by UNICEF, read the definition below to the participants to gather their opinion on it.

“By child marriage I mean a male or a female marrying before the age of 18 years old.”

Once a final definition is agreed upon, announce it to the participants and tell them to use this definition when referring to domestic violence throughout the discussion.

The Problem Tree Exercise: Time needed → 30 minutes

Note to facilitator: Prepare a tree on the flip chart to be used prior to the discussion.

There are different ways that people think about it. It will help us if we understand better how married females/males, mother in laws/father in laws, male/female caregivers (*choose the appropriate gender based on the FGD*) such as yourselves think about child marriage.

I want us to carry out this exercise together, looking at this tree I have on the flip chart (*write child marriage on the trunk of the tree*). We will consider the roots of this tree to be the causes of child marriage, the trunk of the tree to be child marriage itself, and the branches of the tree to be the consequences of child marriage.

- Why do children get married? (*Write all answers given on the roots of the tree – keep asking why until participants have no additional answers*).
 - o If needed, probe for why would children not get married?
- What does child marriage lead to? (*Write all answers given on the branches of the tree – keep asking ‘what does it lead to’ until the question is exhausted*).
 - o Probe: Consequences on the child (individual), caregivers, and community
 - o If needed, probe what would be the consequences if a child was not married off?
Question that can help during discussions with children: What happens when children get married?

Note to facilitator: Use the probes below to inquire about certain drivers if they are not mentioned by the participants. The note-taker will keep track during the exercise to guide you on which probes you must ask to inquire further.

The drivers for ranking might arise either from the roots or consequences.

List of probes to facilitate the problem tree exercise:

1. What about our personal opinion on child marriage? Does what we think have an effect whether we would accept it or engage in it? Why? (*Attitude*) Questions that can help during discussions with children: What are your personal opinions about child marriage? Do you think these opinions make you get married? Why?
2. In your opinion, can benefits of child marriage be a reason? What are the risks of child marriage? (*Interest*)
3. Do you think stress, fatigue or hardships also influence child marriage? (*Agency*)
4. How do the individual roles, as mothers and fathers, men and women in the society, affect whether a child could be married off or not? (*Meta Norms*)
5. How does the community and people around us affect child marriage? (*Social Norms*)
6. Do you think that there are certain individuals or maybe famous people that can be a reason behind child marriage or not? If yes/no, why? (*Social Influence*)
7. How does the information and stories people are exposed to in the media, on the Internet or in their communities affect their practice or acceptance of child marriage? Can those be the reason behind the existence or absence of child marriage? (*Community Environment*) To children ask the question in this manner: In your opinion, the movies and series you watch or the stories you hear on the internet make you want to get married?
8. Does where the family or couple live be a reason for marrying off a child? Does the existence or absence of social or health services link to child marriage in any way? How so? Can the conditions the family or couple live in be a reason for child marriage? How so? (*Structural Barriers Factor*)

9. Can the existence or absence of government laws be a reason behind child marriage? Do you think the education system plays a role in preventing or practicing child marriage? Which one is it? What about religious institutions, are they playing a role? (*Governing Entities*) During discussion with children replace “Can the existence or absence of government laws be a reason behind child marriage” with “does the presence or absence of laws affect child marriage?”
10. Do people around here know about families which publicly reject child marriage? Are there opinions against or in favor of child marriage becoming louder? Does that affect what others think? (*Emerging alternatives*)
11. Are there groups in your community organizing themselves to act against or in favor of child marriage? If not, do you think there is group of people who would like to take actions? Would they be in favor or against child marriage? (*Community dynamic*)

Checklist for Note-taker:

Driver	Meaning	Examples	Presence during Discussion (Yes/No)	How it was discussed (Example)	Frequency
Attitude	People’s opinion about the behavior, how they feel about it	Opinion, idea, perception, belief, views, values, knowledge, etc.			
Interest	How appealing is the change, what people want	Advantage, gain, risk, preference, desire, benefit, appeal, etc.			
Agency	What people can/cannot do	Capacity, skills, capability, ability, etc.			
Social Influence	How others affect what we think, feel or do	Other people, family members, leaders, influencers, the group, friends, neighbors, models, etc.			
Meta norms	Gender inequities and roles, who makes decisions, rights of a child, etc.	Society, culture, traditions, gender roles, power, honor, rights, identity, etc.			

Community dynamics	The group's collective capacity to change	Collective action, group work, cooperation, mutual support, group project, etc.			
Social norms	Rules of behavior in the group	Expectations, rules, accepted behaviors, typical behaviors, sanctions, consequences of actions, etc.			
Communication environment	The information and opinions people can be exposed to	Information, stories, media, social media, messages, campaigns, discourse, debates, public opinion, etc.			
Emerging alternatives	Those who don't think or behave like the majority	Different ways, innovations, new opinions, uncommon behaviors, etc.			
Governing entities	How institutions influence what people do	Government, law, Islam / the Church, armed groups, authorities, politics, etc.			
Structural barriers	Concrete things that prevent people from acting	Services, environment, infrastructure, poverty, hardships, living conditions, access, etc.			

Prioritization Exercise: **Time needed → 10 minutes**

Note for facilitators: Take a 5 minutes' break between the problem tree and the ranking to allow for categorization of the drivers, for easier ranking. Make sure that you explain the factors through the examples provided by the participants.

As you can see, I wrote down all the important factors you mentioned that are related to marrying at a young age. I will

now ask each one of you to decide on your own which factors are the most important, critical, and influential to marrying at a young age. While you are making the decision, I want you to choose three factors. The factor you believe is of top priority should receive three points, the factor you believe is of second priority should receive two points and the factor you believe is of third priority should receive one point. Once you have finalized your decision, please approach Y (*name of note-taker*) and inform them of your choice. (*Give the participants 5 minutes to decide*).

Validation Exercise: Time needed → 5 minutes

Note to facilitator: if a tie is reached on the drivers, ask the participants to vote again on the factors which were tied, giving two points for the first priority and one point for the second priority. Then validate the group's ranking collectively by giving a chance to people to react, and collect outliers' views:

7. Were you expecting this ranking? Do you understand how that could be the majority's opinion?
8. Is any of you in complete disagreement with this prioritization?

All the factors you mentioned were of course very important, however, to make sure we understand the most important ones well, I will ask some specific questions about (*mention factors 1 and 2, that received the highest number of votes*).

NOTE TO FACILITATOR: IF META NORMS, SOCIAL NORMS AND SOCIAL INFLUENCE EMERGED AS ONE OF THE TOP THREE, DEEP DIVE FOR THE FOURTH OPTION AS THEY ARE COVERED UNDER THE MANDATORY QUESTIONS.

Deep Dive: Time needed → 30 minutes

Use the appropriate question sets below based on the two priority drivers chosen during the prioritization exercise.

Interest:

1. What are the benefits of a child marrying? (probe for child and caregivers)
2. What are the risks of a child marrying? (probe for child and caregivers)
3. What are the benefits of a child not getting married? (probe for child and caregivers)
4. What are the risks of a child not getting married? (probe for child and caregivers)
5. Do you think people generally want to stop child marriage? Why?

Attitude:

6. In general, what do you think about child marriage?
7. What are your thoughts and feelings towards caregivers who marry off their child?
8. How about our past experiences and history including growing up, how can that affect whether a caregiver would marry off their child or not?
9. In your opinion, under what situations would you be able to justify child marriage?
 - a. Are there any other options under those situations?
 - b. If yes, what are they?
 - c. If no, why?
10. Regardless of when you got married OR your child got married, what is the suitable age for marriage?

- How come?

Structural Barriers:

9. What is the relation between the household's living conditions and child marriage?
10. How does where you live/location/village affect whether caregivers would marry off their child or not?
11. What are the services that NGOs and governmental entities provide to children who are married?
 - a. If participants know of services, do all members of the community (name the community) have access to these services?
 - b. If yes, how come?
 - c. If no, why?
 - d. If participants know of services, what are your opinions regarding the quality of these services?
 - e. If participants do not know the services, what are the types of services in your opinion that should be available?

Agency:

1. Do you think stress, fatigue or hardships influence the presence of child marriage? How so?
2. Are there certain skills a person should learn or made aware of so that they do not reach to marrying off their child?
 - a. In your opinion, what are the factors (e.g., family or friend support, mobility, etc.) if you think there are any, that can help caregivers not marry off their child?

Social Norms:

I will tell you a story of a girl I will call Farah, this is not a real story or real names. Farah is a 15-year-old adolescent girls who lives with her parents. She attends school and helps her mother with household chores. One day Sarah, Farah's cousin (16 years old) and friend comes over to visit Farah's family. Sara announces that she will be engaged and to be married in a month's time. Sarah says she is happy to be married to someone her father knows and trusts. She is excited to have her own place, her own phone, and be able to visit shops, markets and go out with her new husband. She encourages Farah to find a husband and not to become a spinster like her Aunt. Sara advices her to concentrate more on marriage as girls' future is to take care of her house, husband and children.

- 1- In your opinion, would Farah choice/preference (to be married or not) be influenced by what Sarah is doing?
- 2- What would Sara and most other girls expect Farah to do in this situation?
- 3- What would Sara and most other girls do in this situation?
- 4- If Farah decided to get married but her mother refuses, what can Farah do to convince her mother?
 - What type of information Farah needs to convince her mother?
 - Who can Farah resort to for support?
 - Would you think Farah would face challenges in convincing her parents? if yes why? And what challenges? if no why?

If Farah refuses to marry at a young age.

- 5- Would the opinions and reactions of her peers make Farah change her mind about refusing the marriage? If yes, how and why? If no, why?
- 6- Are there certain circumstances where the marriage of Farah is completely acceptable? If yes, what and why? If no, why?
 - a. Do you think there are certain individual in your community will accept Farah's marriage? if yes, who and why? if No, why?

- 7- Are there circumstances where the marriage of Farah is completely unacceptable? If yes, what and why? If no, why?
- a. Do you think there are certain individual in your community will refuse Farah's marriage? if yes, who and why? if No, why?

Community Dynamic:

1. How would you describe this community (*name the community*)?
2. How do you describe the relationship between the members of the community?
3. How does your community perceive child marriage?
 - a) Is the community taking specific actions to reduce child marriage? Who is involved?
4. What is the role of the community as a group when it comes to child marriage?
5. What would be needed to happen for the community to want change and act on child marriage?
6. Are there any leaders of your community? If yes, what is their role? (Make sure you ask for the role, not the name) Why are they considered as the leaders? Are they taking any public position on child marriage?
7. Do you think children who are married can express themselves and be heard?

Governing Entities:

22. What are the available laws that protect children from getting married in Lebanon?
 - (If participants are aware of the laws) Do you think these laws are efficient?
23. Do you think the education system plays a role in preventing or perpetuating child marriage? How?
24. Are religious institutions playing a role in preventing or perpetuating child marriage? How?
25. Do you think authorities in general are recognizing the problem of child marriage? Is their level of action in this regard enough according to you?

Communication Environment:

25. How much do people know about child marriage? What is well known about it?
26. Is child marriage covered in the news in Lebanon? If no, why? If yes, in which way?
27. Do you notice information or stories related to child marriage on social media? What type? How does that affect your way of think and attitude towards child marriage?
28. Do you know of any famous people or big companies who took a clear public position against child marriage?
29. How do movies or TV shows portray child marriage?
 - a. Are there scenes of child marriage in the movies or TV shows you are exposed to?
 - b. Are those scenes showing roles models for stopping child marriage?
30. Have you heard campaigns or pieces on radio mentioning child marriage? What were the key messages?
31. Do you think that overall the information and stories people are exposed to affect their use or acceptance of child marriage? How?
32. Which source of information on child marriage would you trust the most? Why? The least? Why?

Emerging Alternatives:

14. Are the opinions of individuals towards child marriage changing?
 - a. If yes, how and why?
 - b. If no, why?
15. Are there individuals in your community who would refuse marrying off their child?
 - a. If yes, how did they not get married?
 - b. If yes, what did they do?
 - c. If no, why do you think that's the case?
16. Do you think people can easily publicly position themselves against child marriage?
17. Do you know of organized groups which are trying to stop child marriage?

Mandatory Questions: Time needed → 30 minutes

Thank you so much for all the information provided so far. We are almost done, however, before we finish our discussion, I wanted to ask some general questions about where you get information from, how you make decisions in the household, and how community interactions take place.

Reference networks:

15. Who do you turn to for advice or help?
 - Why?
16. Who are the people from the community that would affect how a married child thinks, feels, and does?
 - What would they make her/him think? *Do not ask this question to children*
 - What would they make her/him feel? *Do not ask this question to children*
 - What would they make her/him do?
17. Who are the people from the community that would affect how parents of children who are married think, feel and do?
 - What would they make them think? *Do not ask this question to children*
 - What would they make them feel? *Do not ask this question to children*
 - What would they make them do?
18. Who are the key figures (e.g., key people, important people, public or well-known, etc.) who would influence child marriage behavior whether positively or negatively?
 - How would their opinions affect the communities?
19. To whom do parents usually refer to when seeking advice regarding child marriage practices in your community?
 - To whom do girls usually refer to when seeking advice regarding child marriage practices in your community?
 - To whom do boys usually refer to when seeking advice regarding child marriage practices in your community?

Exposure to information:

1. If you want to know more about a specific topic, where do you find this information?
2. Which source of information do you trust the most?
 - Why?
3. Which source of information do you trust the least?

- Why?

Gender-related influences:

2. Would you say equality and equity exist in Lebanon?
 - If no, what are the factors that cause inequality?
 - If yes, is this similar for all individuals?

Decision making processes:

9. How does your family take a decision about a certain thing?
 - Who is involved in the decision-making process?
10. How would the people involved change depending on the topic to which a decision has to be made?
11. Who takes the final decision?
 - Why?

Power relations:

17. How does a typical (*name nationality*) household look like?
18. Thinking of the dynamics within the households in this community (*name the community*), who has the most influence/power?
 - Why?
19. How does this person influence the actions of your family members? (*ask about every person mentioned*)
20. How does this person influence your actions? (*ask about every person mentioned*)
21. Who has the least influence/power in your household?
 - Why?

Perception of the child:

5. In your opinion, what is the definition of a child?
 - What are the factors that determine if a person is still a child or not?
 - How do you differentiate between a child and an adult?
6. In your opinion, what are the rights of children?
 - Are children receiving all their rights equally? If no, why? If yes, how?

Social Norms:

I will tell you a story of a girl I will call Farah, this is not a real story or real names. Farah is a 15-year-old adolescent girls who lives with her parents. She attends school and helps her mother with household chores. One day Sarah, Farah's cousin (16 years old) and friend comes over to visit Farah's family. Sara announces that she will be engaged and to be married in a month's time. Sarah says she is happy to be married to someone her father knows and trusts. She is excited to have her own place, her own phone, and be able to visit shops, markets and go out with her new husband. She encourages Farah to find a husband and not to become a spinster like her Aunt. Sara advices her to concentrate more on marriage as girls' future is to take care of her house, husband and children.

- 1- In your opinion, would Farah choice/preference (to be married or not) be influenced by what Sarah is doing?
- 2- What would Sara and most other girls expect Farah to do in this situation?
- 3- What would Sara and most other girls do in this situation?
- 4- If Farah decided to get married but her mother refuses, what can Farah do to convince her mother?
 - What type of information Farah needs to convince her mother?

- Who can Farah resort to for support?
- Would you think Farah would face challenges in convincing her parents? if yes why? And what challenges? if no why?

If Farah refuses to marry at a young age.

- 5- Would the opinions and reactions of her peers make Farah change her mind about refusing the marriage? If yes, how and why? If no, why?
- 6- Are there certain circumstances where the marriage of Farah is completely acceptable? If yes, what and why? If no, why?
 - a. Do you think there are certain individual in your community will accept Farah's marriage? if yes, who and why? if No, why?
- 7- Are there circumstances where the marriage of Farah is completely unacceptable? If yes, what and why? If no, why?
 - a. Do you think there are certain individual in your community will refuse Farah's marriage? if yes, who and why? if No, why?

Socialization:

11. When a certain event happens in this community (*name the community*), how would the community members react?
 - Who gets involved? Why?
 - Who gets excluded? Why?
 - Who leads the process? Why?
12. Would you say there is cohesion in this community (*name the community*)?
 - If yes, why?
 - If no, why not?

Conclusion, Questions, Thanks and Goodbyes: **Time needed → 5 minutes**

Thank you all for participating today with us in this discussion and being honest about your opinions. Your input is very important for us. I thank you for your time.

This concludes the discussion; I have asked all that was needed. Does anyone have any questions or anything they would like to add? (*Listen to any question and try to answer the best way possible. The note-taker should write down all questions that are being asked by the participants*).

Note to Facilitator:

- Make sure to talk to the individuals who you considered to be positive deviants from the discussion.
- Make sure to follow the necessary referral pathway set forth in the protocol if any child protection or women protection of gender based violence issue is disclosed by participants.

ANNEX 3 - GLOSSARY OF TERMS USED IN BEHAVIOURAL DRIVERS MODEL

Context

Contextual factors include social, cultural and religious backgrounds, emergency and development context, migration and displacements conditions, natural events and weather. These overarching situational elements will largely condition all other drivers: for example, being in humanitarian situations strongly impact people's decisions on a wide range of behaviors; similarly, socio-economic backgrounds partly explain the standard behaviors within given groups.

Personal Characteristics

As a factor driving behaviors, personal characteristics involve the influence of a wide set of physiological and socio-demographical determinants, and also relate to life styles. The main attributes include age, gender, ethnicity, life cycle stage (regardless of age, certain moments in a person's trajectory have strong influence on their behaviors, such as transitions from childhood to adolescence to adulthood), education level, social status (level of respect, competence, authority position, etc.), poverty level, religious affiliation, household composition, life style, possible disorders and alcohol/drug use. These are overarching and background elements with direct influence on all the psychological drivers listed below.

Interest

Interest characterizes 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 with a dimension of appeal and desire on a more emotional level.

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 behaviors manage to capture the attention of their audience, is a key step for a new behavior to be considered. This is made harder by the fact that people tend to only listen to information that confirm their preconceptions (confirmation bias).

FEASIBILITY

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

POTENTIAL GAINS

The benefits that the person think she/he might get from 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 as much worse than its equivalent in gain is perceived positively (human "loss aversion").

PERCEIVED RISKS

The possibility that something bad might happen as a result of an action or a change, including but not only in terms of safety and satisfaction of basic needs. People desire certainty even when it is counterproductive. Being overly risk-averse is a natural human bias.

EFFORTS NEEDED

How practical and easy the change to a new behavior 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.

AFFORDABILITY

The extent to which a person considers a change of practice to be within her financial means, combining costs and possible monetary incentives.

APPEAL

Characterizes how attractive something is on a more emotional level. As understood in psychology, an appeal is a stimulus - visual or auditory - that influences its targets' attitude towards a subject. Many types of psychological appeals have been exploited by the advertising and marketing industry such as fear appeal, sex appeal, genetic fallacy, or guilt by association.

DESIRE

A powerful feeling of craving something, of wishing for something to happen. This sense of longing follows a variety of core human drives, such as the need to bond, to possess what we do not have, to love and reproduce, to dominate, etc. Desire can be both conscious and unconscious.

ENJOYMENT

how much someone likes or might like doing something, a cognitive and affective state that follows an activity where a sense of pleasure was experienced. 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. In economics, satisfaction and happiness are sometimes refers to as "utility".

Attitude

An 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 suggested change. It is one of the key drivers of an individual's choice of action, and probably the most crucial factor shaping behavior change among psychological elements.

Socio-economic background, religion and other individual characteristics are important drivers of an attitude; when measuring it during surveys, the "demographics" questions will help cross-reference these respondents' characteristics and understand better their influence.

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 cognizant 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 favor prior "evidence" that reaffirms their actions. Perception is very selective.

BELIEFS

Convictions of what is true. 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.

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.

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 behaviors. Individual values are directly influenced by moral norms, and can be liberal or conservative. Some powerful values include individual and collective honor; caring for the family; loyalty; authority and respect; sanctity and purity;

INTUITIONS

Intuitions are 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 decided what to do in a situation before analyzing options. Intuitions are one of the elements of automatic thinking. Laws and rules target our rational brain whereas a lot of decisions are made intuitively. Hunches drive many of our actions and we often rely more on guesses than facts.

PAST EXPERIENCE

Similarly, emotions are generated subconsciously and designed to appraise and summarize an experience and inform action. It is a feeling process in which cognitive, physiological, and behavioral reactions come in response to a stimulus. A number of decisions are informed by our emotional responses which can constitute a barrier to rational thinking. Phobias and aversions, for example, are important mechanisms in everyday life. Another example of the power of emotions is that an exactly similar information will trigger different attitudes if it is presented positively or negatively.

MINDSET

A person's way of thinking, a default attitude applying to various situations which creates a pre-disposition to adopt or reject certain behaviors: an innovative mindset, conservative mindset, a learning and growth mindset, etc.

PAST EXPERIENCE

Researchers have shown that past experience helps form complex decisions. Memories of experiences, such as past failure and frustration with a behavior, 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 behaviors of adults, including negative, violent or abusive behaviors. This replication concept is paramount in most psychological schools of thought. There is ample evidence of the link between perpetuating multiple forms of violence as an adult and experiencing violence and witnessing domestic violence as a child.

Self-Efficacy

Self-efficacy combines a person's objective capability to perform a change and her/his belief about this ability. Positive self-efficacy is a necessary precondition to taking steps towards new practices. As with attitude, individual characteristics 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. On top of more classic empowerment efforts, interventions on self-perceptions can be powerful sources of change.

AGENCY

Agency is the sense of control a person feels toward an action and its consequences. If the intention to perform an action appears to precede, guide, and exclusively cause the action, an individual will have a sense of agency over what he/she has just done. If not, the resulting mismatch will prevent the individual from feeling a sense of control over what has just happened. *Feeling of agency* is the overall feeling of control without any explicit thinking about a specific action. *Judgement of agency* speaks to the conceptual level of control, when an individual explicitly thinks about initiating an action.

DECISION AUTONOMY

the ability to make one's own decision.

EMOTIONAL WELLBEING

The emotional quality of someone's everyday experience, the frequency and intensity of positive and negative feelings that make one's life pleasant or unpleasant. 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. Trauma is also a significant barrier to action.

SOCIAL MOBILITY

A socioeconomic process in which an individual, family, or group move to a new position within a social hierarchy, from job to job, or from one social class or level to another. Social mobility is also understood as the movement of certain categories of people from place to place. In many societies, mobility is an issue for women, in both senses of the term: they are blocked from rising to positions of power, but might also not be free or able to leave the household, interact with certain people, or get access to commodities and services, for cultural or safety reasons.

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, negotiation, conflict resolution, or active citizenship.

CONFIDENCE

A person's belief that she/he can succeed creating change; feeling of trust in one's own ability.

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 (see meta-norms). 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.

FATIGUE

Being tired (and hungry) depletes cognitive resources and significantly affects our decision making.

SUPPORT

The availability of trusted relatives or friends to encourage, aid, and protect someone when needed.

EMOTIONAL INTELLIGENCE

The ability to recognize and process one's own emotions and use it to assist thinking.

PHYSICAL CAPACITY

strength and ability to perform essential physical actions.

Cognitive Biases

Cognitive biases refer to the use of mental models for filtering and interpreting information, often to make sense of the world around us. The human mind is lazy, and cognition requires all sorts of shortcuts to make sense of things. These shortcuts lead to errors: we make mistakes in reasoning, evaluating, remembering, and as a result, choices are almost always based on imperfect information. Shortcuts are part of Automatic Thinking (by opposition to Deliberative Thinking), when someone draws conclusions 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, jump to conclusions, and eventually decide through a narrow frame depicting a wrong picture of a situation. This brain process is widespread as it implies less efforts.

From a social perspective, these mental models are linked to ways of thinking, often passed down across generations, which include stereotypes and ideologies.

These are some of the main biases described by psychologists which have a direct effect on our efforts to change behaviors. Trying to influence the way people process information (which is the result of evolutionary processes) can take significant efforts; but we can at least make sure these biases are well considered and anticipated when designing communication efforts.

INFORMATION AVOIDANCE

Individuals might actively and/or unconsciously avoid information if this information can threaten their beliefs, or force them to act, or upset them, or simply because they are already overloaded with information. One can choose not to recognize and consider certain details about a subject matter, even when there is no cost to obtaining such details and there is a benefit to doing so.

AVAILABILITY HEURISTIC

We tend to overestimate the importance of information available to us; as a result, we refer to immediate examples that come to mind when making judgments, instead of acknowledging the need for more evidence.

ANCHORING

Over-reliance on one trait of a subject or piece of information when making decisions. Anchoring often refers to people's initial exposure to a piece of information (commonly a number) that serves as a reference point which influences subsequent opinions and judgements.

MESSENGER EFFECT

The value we give to a piece of information is largely conditioned by its source. The level of trust, familiarity and credibility of a communication channel is a key driver of our receptiveness. Also, an individual can be influenced in her/his judgement of a subject matter by a representative of that subject rather than by the subject itself.

CONFIRMATION & BELIEF BIAS

People easily ignore or criticize information that contradicts their existing beliefs and assumptions, and filter it in a way that supports their preconceptions and fits their thinking. This is an automatic process as we naturally seek affirmation of our views, which can draw us to details irrelevant vis-a-vis the larger picture.

SIMPLICITY BIASES

We discard specifics to form generalities; reduce events and lists to their key elements; favor simple looking options over complex, ambiguous ones; we favor the immediate, reliable and tangible things in front of us; we simplify probabilities and numbers to make them easier to comprehend; we think we know what others are thinking as it tends to make life easier; we also simplify our vision of life by projecting our current mindset and assumptions onto the past and future.

RECENCY BIAS

Favoring the latest information; we tend to make wrong conclusions by emphasizing and overestimating the importance of recent events, experiences and observations, over those in the near or distant pasts.

OPTIMISM BIAS

People tend to overestimate the probability of positive events and underestimate the probability of negative ones, including the risks they face relatively to other people. Similarly, we notice flaws in others more easily than we notice flaws in ourselves (also referred to as self-serving bias). We also imagine things and people we are familiar with or fond of as better.

REPRESENTATIVENESS HEURISTIC

We fill in characteristics from stereotypes, generalities and prior histories. As a result, we make judgements about people and events based on how much they resemble others.

COGNITIVE DISSONANCE

People experience psychological tension when they realize that they engage in behaviors inconsistent with the type of person they would like to be. The natural reaction is to reduce this tension, either by changing attitudes and

behaviors or accepting a different self-image (which can be much harder).

MEMORY BIASES

What and how one remembers things is never objective. We edit and reinforce some memories after events; we store memories differently based on how they were experienced (e.g. we better remember information we produce ourselves); we are more likely to regard as accurate memories associated with significant events or emotions; we notice things already memorized or repeated often. In summary, cognitive biases affect - in both directions, either negatively or positively - the content and/or recollection of a memory.

Intent

The readiness to change is the factor at the center of the individual change process. When an individual is no longer reluctant to a new practice, and more importantly willing to try it, the likelihood of change increases dramatically. But for this intent to be converted into action, motivation is not enough: external and social factors must align in a supportive way.

LIMITED RATIONALITY

People do not always make decisions that are in their best interest. There are instances where we just don't really know why we do or don't do things, it can be because it's always been like this, it might even look irrational. Several psychological traits (e.g. feeling more comfortable in a set routine, finding inaction to be easier, feeling overly positive about a choice previously made, etc.) are part of "human nature" and can explain why people don't behave the way we would predict from a rational perspective. Limited or bounded rationality refers to this characteristic of human cognition that it is restricted in its resources (thinking capacity, available input information, and the amount of time allotted). As a consequence, people have a tendency to find simpler and less effortful ways to make decisions and act, regardless of intelligence. The concept of bounded rationality is very close to that of cognitive miser.

WILLPOWER / SELF-CONTROL

Temptations and impulses affect our decisions and actions, including against the path we had decided to follow and the goals we had set. We are all facing these struggles but are not equal when it comes to restraining or regulating the urges. And when our mental resources are depleted (by stress, fatigue, etc.) our willpower goes down. Certain behaviors also have a higher addictiveness than others.

PRESENT BIAS

People generally favor a smaller gain in the short run over a larger gain in the future, even sometimes consciously when considering trade-offs. We overvalue immediate rewards which impairs our ability to make decisions to pursue longer term interests that would benefit us more. This has multiple consequences, including the need to create rapid and small gains for people on the way to what can be a deeper change of behavior with bigger rewards - bringing pieces of the future benefit closer to the day.

PROCRASTINATION

We can be as good at delaying positive actions as we are at indulging sudden negative impulses ("today is not the right day, there is still time"). Putting off decisions can be explained by the desire to use the present time for more satisfying actions, or by the complexity of making a change: in both cases, emotions are taking over and we forget about the longer-term plan, despite the cost of delayed action. Magnifying the consequences of action or inaction for our future-self is a classic answer to it.

HASSLE FACTORS

Minor inconveniences which prevent people from acting. Sometimes, a step that requires a little time, or a paperwork to fill, or a small investment to make, are perceived as major complications which can disproportionately prevent us from acting.

HABIT & STATUS QUO

The default option for humans is usually the status quo. We often feel more comfortable in a set routine, find inaction to be easier, feel overly positive about a choice previously made, and are averse to change because it can be risky. Many of these feelings will drive us towards inertia even if it is not in our best interest. Also, a significant share of our

lives is habitual, and related actions are often automatic and driven by specific parts of the brain, associated with a context or a moment, following a ritual, and the very purpose of these actions loses importance. Bringing novelty into these mental patterns doesn't come without friction and disruption.

HEURISTICS

Heuristics are cognitive shortcuts or rules of thumb that simplify decisions. They are often grounded in similar cognitive biases our brains use to filter information (see cognitive biases), in that case used to make questions easier to answer. Since choosing can be difficult and requires efforts, we use our intuitions, make guesses, stereotype, or use what we describe as common sense to avoid decision fatigue.

INCONSISTENT COMMITMENT

Behavioral consistency tends to make us feel compelled to stick to a decision we have made, and keep on engaging in associated actions, to maintain a positive self-image; on the contrary, inconsistency can result in negative feelings towards ourselves. Nevertheless, in many situations our commitment may fade, for several reasons including insufficient willpower, or a low cost of breaking the commitment. The existence of a more public, official commitment often supports continuity.

DECISION CONTEXT / FRAME

The context in which a decision is made (including the physical place) as well as the way a decision is framed (e.g. how options are presented) have a strong influence on choosing a course of action, regardless of the rational analysis of these options. This concept is often referred to as "choice architecture".

Social Influence

Individual behaviors 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 can be central to several norms, such beliefs usually exist and influence individual practices, including because people pursue compliance with the group's identity. Norms can be both positive and negative.

REFERENCE NETWORK'S ATTITUDES AND PRACTICES

The social influence is primarily based on the attitudes and behaviors of those whose opinion we value the most, who we consult regarding certain issues, and those whose perception of us matters. Members of this "reference network" include peers as well as influencers and role models who exert some form of influence over us. People tend to imitate the behaviors of their reference network frequently, and sometimes automatically. But who are the members of the group will depend on the situation and the behavior. For example, in a new situation or a foreign country, most would align their behavior to what complete strangers are doing. People end up having several reference networks, such as their close family, groups of friends and colleagues, online communities, etc.

INJUNCTIVE NORM

A rule of behavior that people engage in because they think others in their group expect them to do so. This belief about socially approved behavior is sometimes called "normative expectations".

There might be a silent majority of people disapproving certain practices but still complying with it based on a widespread (and wrong) perception of what others think. This discrepancy between the majority of individual attitudes and the practices is called "pluralistic ignorance".

DESCRIPTIVE NORM

A rule of behavior which people engage in because they think other people in their reference group do the same thing. This belief about what other people do and what are typical behaviors is called "empirical expectations".

This is often ground for misconceptions and similar "pluralistic ignorance".

SOCIAL PRESSURE, REWARDS, SANCTIONS, EXCEPTIONS

several social norms exist because of the consequences of behaving in certain ways (anticipated opinion or reaction of others). What defines these norms 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, gossip, insults, violence, exile, etc. Exceptions are a set of circumstances under which breaking the norm would be acceptable.

SOCIAL IDENTITY COMPLIANCE AND DISPLAY

Complying with norms can be driven by an individual’s desire to belong to the group and manifest affiliation, even in absence of actual sanctions. Adherence to the rules is then seen as a way to be recognized as a full member of the group. This can affect behaviors and other external signs such as ways to dress, to talk, etc.

INFLUENCE BY POWERHOLDERS / GATEKEEPERS

Those who benefit from a norm which helps consolidate their position of power can be directly involved in enforcing the norm to maintain the social status quo. A typical example of that is men’s domination over women, and its multiple expression through socially accepted forms of violence enforced by males. The subordinate group might typically not have the resources (authority, credibility, visibility, money, strength, or relational network, for instance) required to challenge the norm and the coercion.

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 behavior towards them, often for the worst, leading to rejection and deprivation; e.g. rearing practices for children with disabilities.

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 or the need to comply with collective identity and claim membership.

STRENGTH OF THE NORM

The strength of normative influence is the result of multiple factors: how widespread a norm is, the importance of its social role, its alignment with personal attitudes, detectability, the consequences of non-compliance, the reference network structure (how loose and connected it is), etc.

Community Dynamic

Community dialogue and collective action are key processes to produce change within a community. Members of a community acting collectively to deal with a shared 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. But some groups or society are more individualistic: there could be a social norm of staying out of other people’s business, and a low recognition of the existence and value of the “public good”.

COLLECTIVE SELF-EFFICACY

The confidence of community members that together they can succeed. This includes the perceived capability of other community members.

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.

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.

EQUITY OF PARTICIPATION

The degree to which marginalized 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.

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.

TRIGGER / STIMULUS

Community dynamics usually stem from a triggering factor, including all the emerging alternatives we describe below, but also more exogenic factors such as the visit or interest of external agents of change, who can be from the civil society, the authorities or the international cooperation.

Meta-Norms

Meta-norms are underlying ideologies and unwritten rules, deeply entrenched in people’s culture and identity, cutting across sectors and conditioning a large number of behaviors. They are social elements and phenomena of higher category (such as gender ideologies or socialization processes) which play a role in maintaining social organization, stratification, reproduction, and power differentials among groups. These meta-norms have a direct and strong influence on individuals, but also an indirect one as they express through several derivative social norms and practices (e.g. gender inequity and patriarchy expressed through FGM/c, Gender-based Violence, Child Marriage, etc.). Some meta-norms will contribute to enforcing social norms (e.g. the rule of law, the conflict resolution modalities, the decision-making patterns in families) and some will also be major elements generating them (e.g. socialization process, gender ideologies, perception of the child). Meta-norms also influence individual drivers (e.g. a person’s self-efficacy) as well as structural ones (e.g. gender ideologies and power differentials institutionalized in laws and systems).

SOCIALIZATION PROCESS

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 internalized by individuals. A person’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 for example starts at birth and 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 them, and between women and men. Parents and families are the initial agents who affect the formation of behaviors during 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 key role in solidifying socially accepted gender norms: boys usually enforce toughness, competition and heterosexual prowess, whereas girls are pressured around appearance, proper behavior, and marriage with an emphasis on their reproductive roles. This happens in home, school and discreet settings alike.

Socialization may also occur more passively through role modelling: as a negative example, boys may adopt abusive behaviors after witnessing domestic violence, or lose respect for their mother (and women at large) after witnessing violence against her. These day-to-day interactions as children and adolescents are one of the key drivers of social norms reproduction. As they are learnt in developmental stages and important milestones in the life cycle, norms become connected to feelings of shame and guilt that become triggers of appropriate behavior. As a result, compliance with norms often becomes automatic, rather than the result of internal rational deliberation.

POWER RELATIONSHIPS

Power is the ability to control and access resources, opportunities, privileges and decision-making processes. Power can be based on many distinctions including wealth, ethnicity, religion, class, caste, age or gender. Who

controls or retains power over “subordinate” family and community members dictates the practices of many in the household and communities. In most cases, power is held by men. Many protection and developmental issues are associated with male authority over women, and men’s desire to control women’s sexuality. 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.

GENDER IDEOLOGIES

Gender roles express at all levels and in all segments of society, and re-produce through daily interactions. Concepts of masculinity and femininity are underlying ideologies translating into behavioral expectations for men, women, boys and girls. Manhood is sometimes used as justification for different forms of violent behaviors. 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 behaviors related to domestic violence, sexual harassment and abuse, early marriage, Female Genital Mutilations and trafficking.

CONFLICT RESOLUTION

Typical ways of solving family and community disagreements, from listening and trying to reach mutual understanding to practices of coercion.

DECISION MAKING PATTERNS

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 behaviors. 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 various religious and traditional societies, the preservation of the family’s reputation is seen as the responsibility of the man; but as 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.

FAMILY ROLES AND RELATIONSHIPS

Social norms related to what it means to be a grandparent, an elder sibling, a mother or a father, and to how spouses communicate between themselves and interact with their children, are important drivers of behaviors, in particular parenting practices and the provision of care, household chores and financial responsibilities, among others. These also impact girls and boys differently.

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 and needs. The overall understanding and value of who a child is and what she or he requires drives several practices at different stages of the life cycle (child labor, child marriage, participation of children in family and public life, children enrollment in armed forces, etc.).

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).

LEGAL COMPLIANCE

The enforcement of laws and regulations does not only rely on formal organisms: the respect of these rules requires a social norm of legal obedience. If the belief that nobody respects the laws is widespread, legal disobedience might be the norm. The term “meta-norm” was actually created by Robert Axelrod specifically to designate the fact that there is an upper norm ruling the fact that transgressors of lower-level norms are punished. A norm about norms.

Communication Environment

The information, opinions, arguments, and stories we are exposed to have a significant role in shaping our attitudes and interests, and down the line our behaviors. This communication environment is formed by multiple channels and sources. Theories and analysis have long proven the influence of mass and social media on many aspects of our lives, but our views and beliefs are also conditioned by other sources such as the movies we watch, the songs we listen to, or the word on the street.

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.

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.

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).

MARKETING, BRANDS MESSAGING

Companies promote messages and ideas in favor 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 behaviors down the line.

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 the opinion of the general public.

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 and/or inspiring the characters and situations are, and what are the consequences faced by these fictional models.

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.

WORD OF MOUTH

In advertising and marketing, word of mouth refers to the phenomenon that occurs following the introduction and ascendancy of a product or subject matter that has attracted the attention of a certain number of individuals. In certain societies where it is the main mean to transfer information (e.g. certain nomadic groups), word of mouth qualifies how significant is the passing of information from person to person by oral communication.

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 must usually start with a catalyst, a stimulus. Emerging alternatives can induce individual and collective actions.

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.

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; the #metoo movement; etc.).

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.

PUBLICIZED 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.

POSITIVE DEVIANTS

The existence of individuals or small groups confronting similar challenges and constraints to their peers that, nevertheless, employ uncommon but successful behaviors or strategies which enable them to find better solutions. They can be important role models.

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 an attempt to control them. As a result, these governing entities play a paramount role in shaping individual behaviors, through several institutional features (laws, systems, enforcers, etc.), and at various levels – from local government to international institutions through national governments.

RECOGNITION OF THE ISSUE

The extent to which the authorities are acknowledging the existence of a problem and willing to act upon it.

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 criminalizing marital rape. The rule of law might or might not exist according to the context.

ENFORCEMENT / SECURITY APPARATUS

System enforcing the observance of law and order (justice, criminal and police systems), and in conflict situations, elements of control and repression (e.g. administration by an occupying power). In some countries, policing of what people do (e.g. policing water usage, religious practices, etc.).

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.

GRIEVANCES AGAINST AUTHORITIES

Citizens who consider themselves in conflict with the government, who criticize the State's 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, refusal to vote, civil disobedience, violence, etc.).

RELIGIOUS INSTITUTIONS

Religious institutions are the visible and organized manifestations of practices and beliefs in a group or society. They are translated in structures with specific agendas, power and leadership, and areas of influence, and aim to maintain or spread certain patterns of beliefs and associated actions, hence largely influencing behaviors of individuals and groups following them.

EDUCATION SYSTEM

The group of institutions (ministries of education and policies, schools and related associations, teachers, private and sometimes religious groups, etc.) whose purpose is to provide education to children and young people in educational settings which can be public or private. Their structure can vary significantly across contexts. Education systems are part of the group of entities influencing behaviors including in the longer term as agents of socialization.

VOICE AND PARTICIPATION

The ability of all actors – particularly those that are poor, marginalized, underrepresented, or disproportionately affected by policies – to elevate their voice and contribute to dialogue and decision-making processes that affect their lives. This includes direct engagement but also links to political representation.

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.

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 even the fact of being incarcerated are, amongst other factors, often strong barriers to adopting new practices. Lack of access to a job market, to food supplies and other basics needs plays a similar role.

AVAILABILITY, ACCESS TO AND QUALITY OF SERVICES / TECHNOLOGY

The demand for services cannot always be appropriately met for several reasons regarding their provision, or impaired access such as financial difficulties, lack of transport, language barriers, low capacity of service providers, etc.

TRUST IN SERVICE PROVIDERS

A critical condition for people to use services is often trust in the person or 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.). The quality of the relationship as perceived by the "client" is also extremely important in driving the use of a service – measured by the "user experience".

TRADITIONAL SERVICES

Existence and accessibility of alternative and traditional services, where behaviors considered harmful could be practiced and even encouraged.

INFRASTRUCTURE

Existence and usability of facilities, roads, water and sewage systems, electrical grids, phone, Internet, etc.

CUES TO ACTION

Factors or devices which activate readiness to change. 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 behavior.

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.).

From Intent And Action To A New Behavior

BEHAVIOR

A behavior defines the way a person acts. In the development and humanitarian worlds, it is often synonymous with “practice”.

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 acted.

EXPERIENCE

When an individual is acting and trying a new practice out; a change of behavior in the short term, with a risk to abandon it.

RELAPSE

When a person returns to the previous practice.

REINFORCEMENT: CELEBRATION, PRAISING, RITUALIZATION, PUBLIC COMMITMENT

Events and actions to celebrate successes and cultivate pride (e.g. public pledges) help creating trust amongst groups, and provide opportunities for others to adopt the change. New positive behaviors need to be practiced to become usual or normative. These rewards are important to ensure the social context is supportive and reinforces individual choices.

ADVOCATING

When the new practice is fully adopted, and the behavior is usual, some people start to promote it and convince others to adopt it as well.

ANNEX 4: SBCC GLOSSARY

Social Norms in a Nutshell

Expectations

Social norms are informal rules of behavior in a group. They are expectations that guide how we think people should behave in our families, communities and society. They define what is acceptable or not. What is “normal”.

Reference Networks

Social norms have a powerful influence on what individuals do because humans desire to belong to their group, and care about the way they are perceived and treated. This desire leads us to do what we believe our people think is right.

Social pressure

Social norms are maintained based on approval and disapproval of the group. When we follow the rules we are socially rewarded (e.g. accepted, praised, honoured), if we break them, we are sanctioned. This social pressure to comply can take many forms, such as public mockery, stigma, exclusion, violence, etc.

Shared beliefs about others

Norms include what you believe other people do, and what you believe people think you should do. This is essential because beliefs can be wrong. People might privately be against a practice but still comply with it publicly.

Behavioural Factors

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.

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).

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).

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.

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”).

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.

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.

Affordability

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

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 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:

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.

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.

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.

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.

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).

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

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.

Enjoyment

See Interest

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.

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.

Confidence

A person's belief that she/he can succeed in creating change; feeling of trust in one's own ability.

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.

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.

Fatigue

Being tired (and hungry) depletes cognitive resources and significantly affects our decision making.

Support

The availability of trusted relatives or friends to encourage, provide assistance, and protect someone when needed.

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 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.

Communication Environment

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.

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.

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).

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.

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.

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.

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.

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.

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.

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.

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.

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.).

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.

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.

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.

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.

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

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.

Approved Behaviour- 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).

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").

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.

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.

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.

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.

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 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.

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.

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.

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.

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.

Conflict Resolution

Typical ways of solving family disagreements, from listening and trying to reach common understanding to practices of coercion.

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.

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:

Collective Self-Efficacy

The confidence of community members that together they can succeed. This includes the perceived capability of other community members.

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.

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.

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.

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.

Governing Entities

Institutions, ruling bodies, socio-political or armed groups try to structure and organize society through various forms 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.

Recognition of the Issue

The extent to which the authorities are acknowledging the existence of a problem and willing to act upon it.

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.

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.).

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.

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).

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.

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.

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.

Relapse

When the person returns to the previous practice

Celebration, Praising, Ritualisation, 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.

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.

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.

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.

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.

Trust in Services 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.).

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.

Infrastructure

Existence and usability of facilities, roads, water and sewage systems, electrical grids, phone, Internet, etc.

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.).

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.

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.



United Nations Children's Fund (UNICEF)
Lebanon Country Office
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